January 2009

Making a positive difference through education and service

Strategic Plan
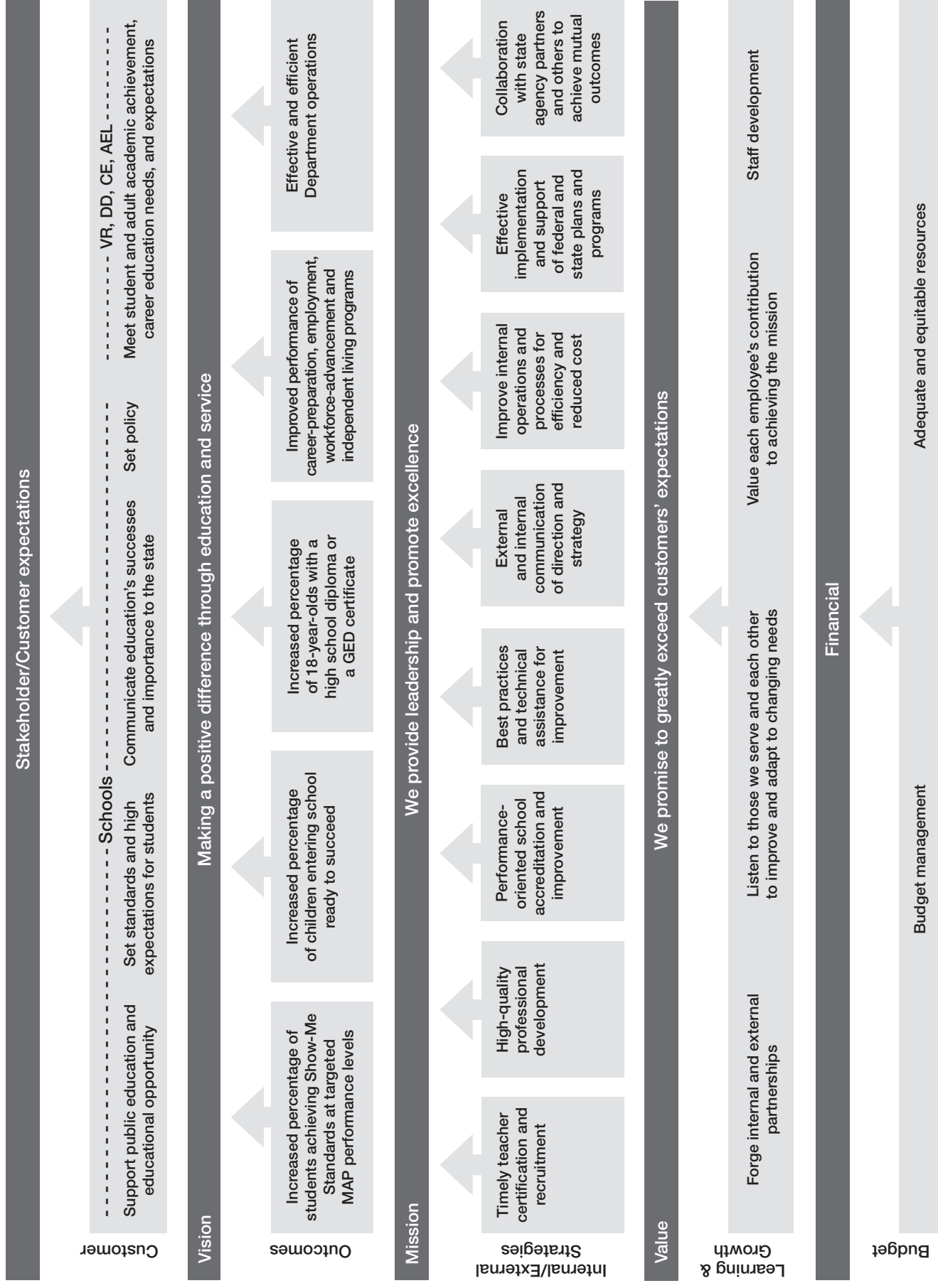
State Board of Education
Missouri Department of Elementary and Secondary Education

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Missouri Department of Elementary and Secondary Education Strategy Map

Stakeholder/Customer expectations

- - - - - - - - - - - - - - - - Schools - VR, DD, CE, AEL - - - - - - - - -

Customer	Support public education and educational opportunity	Set standards and high expectations for students	Communicate education's successes and importance to the state	Set policy	Meet student and adult academic achievement, career education needs, and expectations

Vision

Making a positive difference through education and service

Outcomes	Increased percentage of students achieving Show-Me Standards at targeted MAP performance levels	Increased percentage of children entering school ready to succeed	Increased percentage of 18-year-olds with a high school diploma or a GED certificate	Improved performance of career-preparation, employment, workforce-advancement and independent living programs	Effective and efficient Department operations

Mission

We provide leadership and promote excellence

Internal/External Strategies	Timely teacher certification and recruitment	High-quality professional development	Performance-oriented school accreditation and improvement	Best practices and technical assistance for improvement	External and internal communication of direction and strategy	Improve internal operations and processes for efficiency and reduced cost	Effective implementation and support of federal and state plans and programs	Collaboration with state agency partners and others to achieve mutual outcomes

Value

We promise to greatly exceed customers' expectations

Learning & Growth	Forge internal and external partnerships	Listen to those we serve and each other to improve and adapt to changing needs	Value each employee's contribution to achieving the mission	Staff development

Financial

Budget	Budget management	Adequate and equitable resources

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DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2009 Strategic Plan-on-a-Page

OUTCOME I

Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

OBJECTIVE 1: Increase the percentage of students scoring at the Proficient and Advanced achievement levels on the MAP by 5 percent each year through 2011

OBJECTIVE 2: Decrease the gap in achievement scores between students in NCLB-designated subgroups and all students who took the MAP by 5 percent each year through 2011 while increasing the performance of all students

OBJECTIVE 3: Increase the percentage of students who score at or above the Proficient level on the communication arts component of the MAP to 75.5 percent by 2011

OBJECTIVE 4: Increase to 100 percent by 2011 the number of Missouri public school core academic courses taught by highly qualified teachers with the appropriate grade and subject certification

KEY STRATEGIES

- Promote and sustain a system of high-quality professional development for Missouri educators centered on research-based best practices and model programs
- Identify model programs/practices in high-performing schools with significant numbers of minority students
- Hold school districts accountable through the MSIP for the achievement of racial- and ethnic-minority students

OUTCOME II

Increased percentage of children entering school ready to succeed

OBJECTIVE 1: Increase from 48 to 60 percent by 2011 the number of families that have pre-kindergarten children and participate in parent education and related support services

OBJECTIVE 2: Increase the percentage of children ages 3 to 5 receiving DESE-supported quality care and education services to 15 percent by 2010

OBJECTIVE 3: Increase from 84 percent in 2003 to 88 percent by 2011 the number of public school kindergartners attending full-day programs

KEY STRATEGIES

- Promote the expansion of developmental-screening services
- Inform school leaders about the importance of increasing participation in parent-education programs and support systems, particularly among high-need families
- Encourage districts to use existing and new resources to expand preschool opportunities
- Support research-based curricula and highly qualified staff
- Inform school personnel and parents about the benefits of full-day kindergarten

OUTCOME III

Increased percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate

OBJECTIVE 1: Decrease the state's annual dropout rate to 3 percent by 2011

OBJECTIVE 2: Increase to 96 percent by 2011 the number of high school graduates entering postsecondary education, employment or the military

KEY STRATEGIES

- Promote programs such as the Missouri Option Program and A+ Schools, which encourage students to stay in school and obtain their high school diplomas
- Evaluate districts' efforts, through MSIP, to reduce the dropout rate, which is the catalyst for a variety of improvements in Missouri school districts
- Collaborate with other state agencies, businesses and industries to establish a comprehensive system of workforce education and preparation
- Work with school districts to fully implement the Missouri Comprehensive Guidance Program
- Coordinate and provide electronic links to Missouri Career Centers
- Support initiatives for youths with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, postsecondary options through transition planning and linkages with the business community

OUTCOME IV

Improved performance of career-preparation, employment, workforce-advancement and independent living programs

OBJECTIVE 1: Meet or exceed the aggregate federal AEL performance standards by 5 percent or more each year

OBJECTIVE 2: Obtain and maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 70 percent through FY2012

OBJECTIVE 3: Maintain a decision accuracy rate of 97 percent or better and a turnaround time of 85 days or less in processing Social Security disability claims

OBJECTIVE 4: Meet or exceed federal performance standards each year for secondary and postsecondary career education

OBJECTIVE 5: Increase the number of people with significant disabilities who receive Independent Living services by 11 percent, from 18,890 in FY2007 to 20,782 by FY2012

KEY STRATEGIES

- Establish cooperative agreements linking education, career preparation and transition to employment services for adults, including those with disabilities
- Collaborate with the Missouri Departments of Social Services, Health and Senior Services, and Mental Health to provide meaningful choices and quality services to consumers, thus realizing the cost-effectiveness of resource sharing

OUTCOME V

Effective and efficient Department operations

OBJECTIVE 1: Decrease printing costs while improving publication quality

OBJECTIVE 2: Decrease mailing costs

OBJECTIVE 3: Increase the number of managers compliant with the state management-training rule

OBJECTIVE 4: Improve service and enhance communication through a culturally diverse and knowledgeable workforce

OBJECTIVE 5: Increase the Department's purchases from certified minority- and female-owned businesses, pursuant to the Governor's Executive Order 05-30

OBJECTIVE 6: Increase functionality of the student information system

KEY STRATEGIES

- Emphasize policies and procedures to ensure that staff members use the most cost-effective printing methods and materials
- Encourage staff to place relevant information on the DESE Web site and reduce the need for printed material

Missouri Department of Elementary and Secondary Education
Strategic Plan

Executive Summary

Vision statement: Making a positive difference through education and service

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens.

Mission statement: We provide leadership and promote excellence.

As members of the Department, we:

- champion high-quality public education.

- advocate equity for every learner.

- develop school leaders and other educational team members.

- establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship.

- evaluate program and policy effectiveness.

- share best practices.

- execute programs with the lowest amount of administrative burden and cost.

- assist people with disabilities by providing individualized support and services.

- create a caring workplace that fosters teamwork and personal and professional growth.

Value statement: We promise to greatly exceed customers' expectations.

In order to surpass what is expected of us, we:

- listen to those we serve in order to improve our operations and adapt to changing needs.

- forge partnerships to improve our services.

- value each employee's contribution to achieving the mission.

Key Outcomes, Objectives and Programs

I. Key Outcome: Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

1. Increase the percentage of students scoring at the Proficient and Advanced achievement levels on the MAP by 5 percent each year through 2011

2. Decrease the gap in achievement scores between students in NCLB-designated subgroups and all students who took the MAP by 5 percent each year through 2011 while increasing the performance of all students

3. Increase the percentage of students who score at or above the Proficient level on the communication arts component of the MAP to 75.5 percent by 2011

4. Increase to 100 percent by 2011 the number of Missouri public school core academic courses taught by highly qualified teachers with the appropriate grade and subject certification

Key Programs: Missouri School Improvement Program, Priority Schools, Regional Professional Development Centers, SuccessLink, Accelerated Schools, Summer School programs, Project Construct, Practical Parenting Partnerships, Reading First grants, Title I, Missouri Mathematics Academy, Temporary Authorization Certificate, Alternative Teacher Preparation Program, Special Education and Counselor Tuition Reimbursement, Career Ladder, JOBS Web site, National Board Certification support, Missouri Student Information System, Close the Gap

II. Key Outcome: Increased percentage of children entering school ready to succeed

Key Objectives

1. Increase from 48 to 60 percent by 2011 the number of families that have pre-kindergarten children and participate in parent education and related support services

2. Increase the percentage of children ages 3 to 5 receiving DESE-supported quality care and education services to 15 percent by 2010

3. Increase from 84 percent in 2003 to 88 percent by 2011 the number of public school kindergartners attending full-day programs

Key Programs: Parents as Teachers, First Steps, Missouri Preschool Program, Title I preschools, Early Childhood Special Education services, Foundation Program supporting full-day kindergarten, Missouri Student Information System

III. Key Outcome: Increased percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate

Key Objectives

1. Decrease the state's annual dropout rate to 3 percent by 2011

2. Increase to 96 percent by 2011 the number of high school graduates entering postsecondary education, employment or the military

Key Programs: A+ Schools, Foundation Formula, alternative education centers, Transition from School to Work program, Reading First grants, Title I, High Schools That Work, Comprehensive Guidance Program, secondary career education programs, Missouri Option, Missouri Student Information System

IV. Key Outcome: Improved performance of career-preparation, employment, workforce-advancement and independent living programs

Key Objectives

1. Meet or exceed the aggregate federal AEL performance standards by 5 percent or more each year

2. Obtain and maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 70 percent through FY2012

3. Maintain a decision accuracy rate of 97 percent or better and a turnaround time of 85 days or less in processing Social Security disability claims

4. Meet or exceed federal performance standards each year for secondary and postsecondary career education

5. Increase the number of people with significant disabilities who receive Independent Living services by 11 percent, from 18,890 in FY2007 to 20,782 by FY2012

Key Programs: Adult Education and Literacy, GED Online, Family Literacy, Vocational Rehabilitation, Social Security Disability Determination Services, Independent Living services, secondary career education programs, postsecondary career education programs, Vocational-Technical Education Enhancement Grants, High Schools That Work, Missouri School Improvement Program, Transition from School to Work program, Community Rehabilitation Programs, Sheltered Workshops, Supported Employment Program, Missouri Student Information System

V. Key Outcome: Effective and efficient Department operations

Key Objectives

1. Decrease printing costs while improving publication quality

2. Decrease mailing costs

3. Increase the number of managers compliant with the state management-training rule

4. Improve service and enhance communication through a culturally diverse and knowledgeable workforce

5. Increase the Department's purchases from certified minority- and female-owned businesses, pursuant to the Governor's Executive Order 05-30

6. Increase functionality of the student information system

Key Programs: DESE University, State Education Center, Workers' Compensation, Minority and Women Owned Business Enterprises, Missouri Student Information System

OUTCOME I: Student Achievement and Teacher Quality

Craig Rector, co-leader	Bill Gerling	Jocelyn Strand
David Welch, co-leader	Linda Hays	Andrea Wood
David Adams	Sheila Hirsch	Jeri Zimmerman
Ellen Balkenbush	Cindy Hollis	Stan Johnson, leadership liaison
Gretchen Berhorst	Heike Imler	
Kaye Bertels	Michael Muenks	
Robin Coffman	Becky Odneal	
Janet Duncan	Randy Rook	
Larry Flakne	Rusty Rosenkoetter	

OUTCOME II: School Readiness

Jo Anne Ralston, co-leader	Cindy Heislen	John Weber
Lana Brooks, co-leader	Sheila Hirsch	Dale Wimer
Cynthia Arendt	Joyce Jackman	Stan Johnson, leadership liaison
Don Eisinger	Jennifer Jordan	
Linda Hays	Sara Parker	

OUTCOME III: School Completion

Tom Ogle, co-leader	Barb Gilpin	Craig Rector
Leigh Ann Grant-Engle, co-leader	Mike Griggs	Bragg Stanley
Shawn Brice	Kyle Heislen	Tom Quinn, leadership liaison
Janet Duncan	Bill Poteet	

OUTCOME IV: Workforce Readiness

Dennis Harden, co-leader	Tim Gaines	Lisa Sone
Steve Coffman, co-leader	Ron Jewell	Don Walker
Don Eisinger	Jeanne Loyd	Tom Quinn, leadership liaison
Fulvio Franzi	Bill Poteet	

OUTCOME V: Department Management

Cheri Swales, co-leader

Gary Sanders, co-leader

Wanda Allen

Margaret Bieri

Leigh Ann Grant-Engle

Dana Keilholz

Alice Kirsch

Michelle Knowles

Jim Morris

Kristen Morrow

Jocelyn Strand

Mark Van Zandt

Jacob Wegman

Shelley Witherbee

Sandy Withers

Jeri Zimmerman

Gerri Ogle, Andrea Beck and
Shari LePage, leadership liaisons

I. KEY OUTCOME

Increased percentage of students achieving the
Show-Me Standards at targeted performance
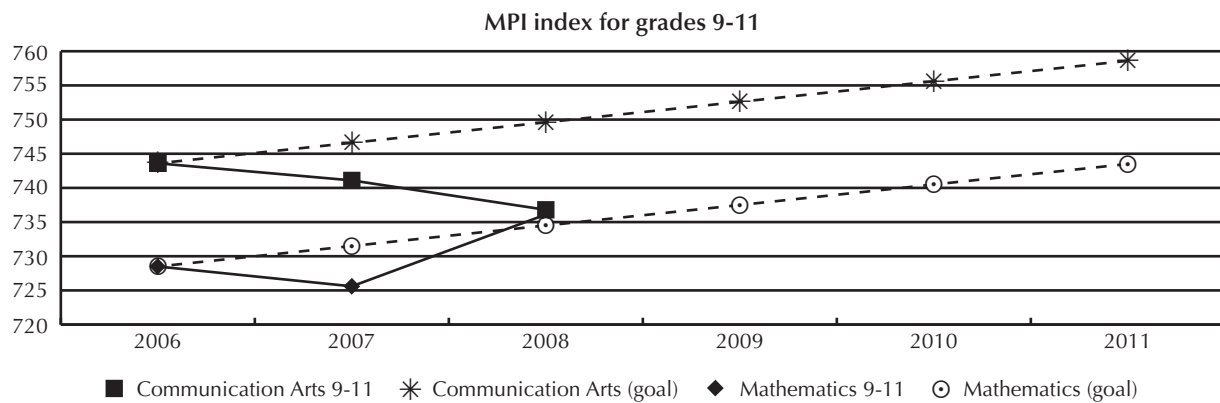levels in the Missouri Assessment Program

What's the trend?

The overall goal for Missouri since the inception of the Missouri Assessment Program (MAP) has been for all students to score at the Proficient and Advanced levels, which are the top two levels on the MAP. For the last three years, the MAP test has used four achievement levels to better align with the National Assessment of Educational Progress (NAEP), and additional grade-level assessments were added in 2006 to meet the requirements of the No Child Left Behind (NCLB) Act. With the academic levels changing from five to four levels in 2006, no comparison is possible with prior results.

The MAP Performance Index (MPI) approach is used to compare improvement on the MAP for each subject in each grade span. The index is a single composite number that represents the performance of every student in all MAP levels in a tested subject for defined grade spans, including grades 3-5, 6-8 and 9-11.

The index approach is based on a composite of the performance of all students across all MAP achievement levels. The assessment results in each subject for each year are converted to index points, and these index points are used to measure improvement from year to year. Districts must improve their MPI by three points each year to gain annual improvement progress points on their Annual Performance Report (APR).

MPI index for grades 3-5

■ Communication Arts 3-5   ✳ Communication Arts (goal)   ◆ Mathematics 3-5   ⊙ Mathematics (goal)

MPI index for grades 6-8

■ Communication Arts 6-8   ✳ Communication Arts (goal)   ◆ Mathematics 6-8   ⊙ Mathematics (goal)

MPI index for grades 9-11

Legend: ■ Communication Arts 9-11 ✳ Communication Arts (goal) ◆ Mathematics 9-11 ⊙ Mathematics (goal)
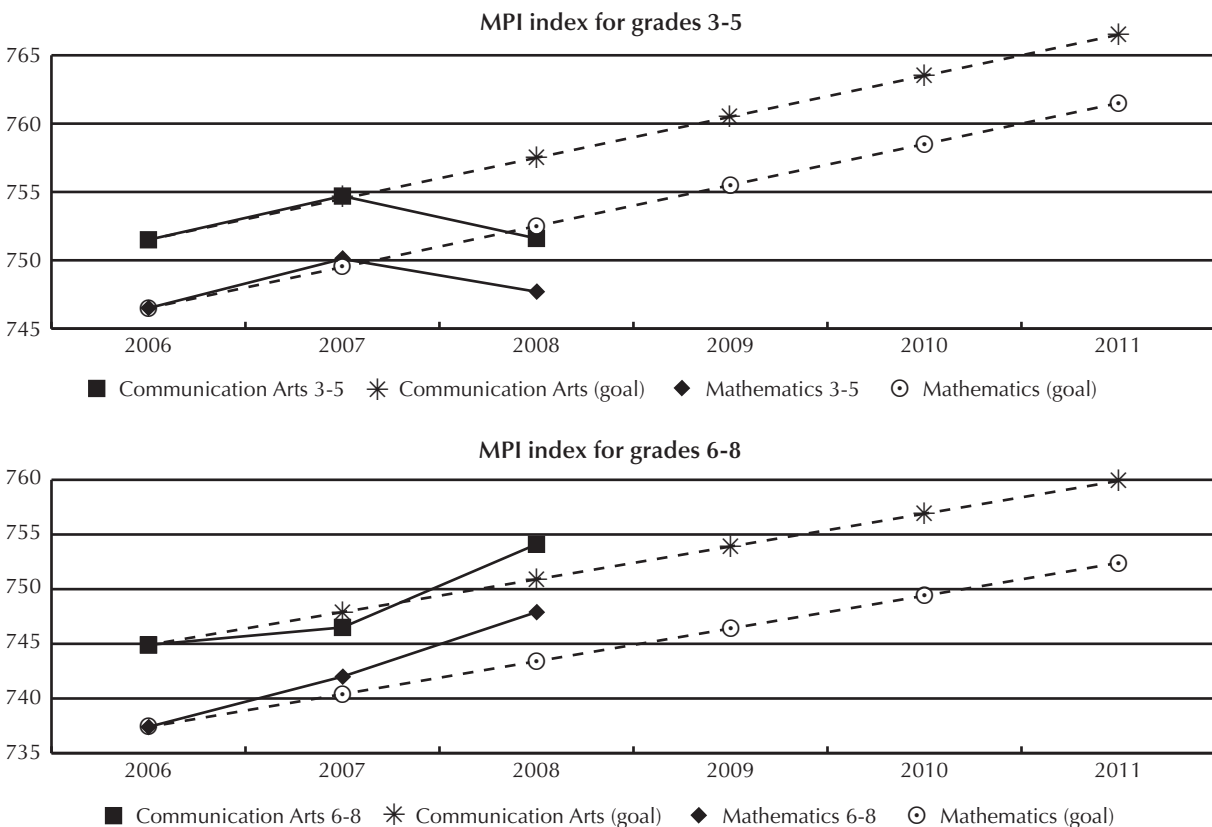
Content Area	Grades	2006 MAP Index	2007 MAP Index	2008 MAP Index
Communication Arts	3-5	751.5	754.7	751.6
Mathematics	3-5	746.5	750.1	747.7
Communication Arts	6-8	744.9	746.5	754.1
Mathematics	6-8	737.4	742.0	747.9
Communication Arts	9-11	743.6	741.1	736.8
Mathematics	9-11	728.5	725.6	736.1

About the measure: The MAP assesses attainment of the Show-Me Standards at the elementary, middle school and high school levels. All districts have participated in the mandatory administration of the math assessments since 1998 and the communication arts assessments since 1999. In the grades assessed, 97.8 to 99.8 percent of students took the 2007 MAP exams, including many students with disabilities who have Individualized Education Programs (IEPs). The MAP-Alternate (MAP-A), a portfolio-based assessment, has been developed for students whose disabilities are so severe that they are not able to participate in regular MAP testing. The MAP-A evaluates students' progress toward their IEP goals and the related Show-Me Standards. The math and communication arts MAP assessments consist of three types of items: 1) multiple-choice machine-scored items, including questions from the nationally normed TerraNova test; 2) constructed-response items, which require students to supply rather than select answers; and 3) performance events, which require students to demonstrate what they know and to work through more complicated problems or issues. A student's score on the MAP is based on the combined results of the three types of items. MPI scores of students are monitored and considered in the Missouri School Improvement Program (MSIP) accreditation process. Goal lines depicted on graphs are based on a three-point MPI improvement for each year shown.

Why is this outcome important?

The MAP was developed to evaluate students' progress toward the Show-Me Standards, 73 rigorous academic principles that define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. The Outstanding Schools Act, passed by the Missouri General Assembly in 1993, required the development of a standards and assessment program. The State Board of Education adopted the Show-Me Standards in January 1996. The MAP tests assess learning in two subject areas (mathematics and communication arts). The MAP is designed to examine not only what students know but also how well they can apply their knowledge. Local districts are held accountable through the Missouri School Improvement Program (MSIP) for students' performance on the MAP assessments.

How does Missouri compare to other states and the nation on this measure?

TerraNova Results

The MAP math and communication arts assessments include a set of items taken from a nationally normed, multiple-choice test called the TerraNova. The results show how Missouri students perform when compared with other students nationwide. For 2006, the TerraNova was re-normed. Therefore, comparisons between 2006 results and previous TerraNova results are neither valid nor reliable.

Missouri student performance on the TerraNova section of the MAP (median national percentiles)

	Mathematics			Communication Arts			Science
Grade Level	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**	**2008**
Grade 3	65	66	60	60	61	58	
Grade 4	65	65	60	63	64	60	
Grade 5	64	65	54	66	67	62	64
Grade 6	60	63	62	60	61	63	
Grade 7	54	55	58	58	59	67	
Grade 8	61	61	64	63	63	60	61
Grade 10	68	68	73				
Grade 11				68	68	65	62

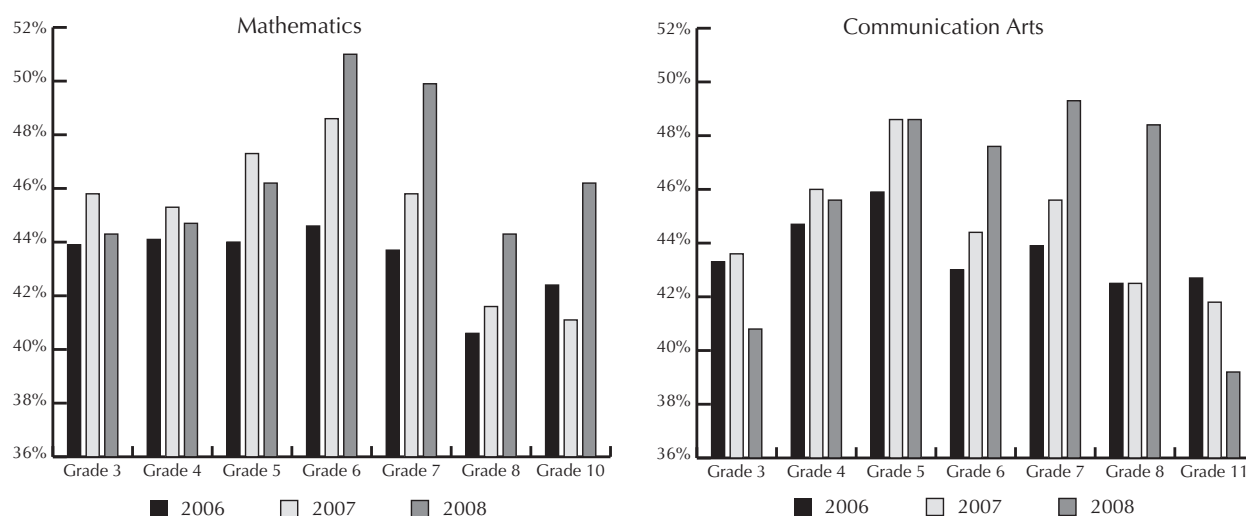**Source:** *MAP, October 2006-2008*

KEY OBJECTIVE 1

Increase the percentage of students scoring
at the Proficient and Advanced achievement levels
on the MAP by 5 percent each year through 2011

What's the trend?

Student scores on the 2008 administration of the MAP indicate that big gains were made in the middle grades (6-8) in both communication arts and math. Elementary students (grades 3-5) had mixed results. Grade 10 mathematics saw a big increase in the percentage of students who are Proficient and Advanced, while the percentage of grade 11 communication arts Proficient and Advanced decreased slightly.

Percentage of students scoring at the top two levels (Proficient and Advanced) on the MAP

Grade Level	Mathematics			Communication Arts			Science
	2006	**2007**	**2008**	**2006**	**2007**	**2008**	**2008**
Grade 3	43.9%	45.8%	44.3%	43.3%	43.6%	40.8%	
Grade 4	44.1%	45.3%	44.7%	44.7%	46.0%	45.6%	
Grade 5	44.0%	47.3%	46.2%	45.9%	48.6%	48.6%	44.7%
Grade 6	44.6%	48.6%	51.0%	43.0%	44.4%	47.6%	
Grade 7	43.7%	45.8%	49.9%	43.9%	45.6%	49.3%	
Grade 8	40.6%	41.6%	44.3%	42.5%	42.5%	48.4%	43.3%
Grade 10	42.4%	41.1%	46.2%				
Grade 11				42.7%	41.8%	39.2%	47.6%

Source: *MAP, October 2008*

About the measure: Student performance on the MAP for 2006-2008 is reported on a four-step scale: Advanced (highest level), Proficient, Basic and Below Basic (lowest level). The state's goal is for students to score at the Proficient level or above in every subject and in every grade. Increases in the percentage of students at the top two levels, as well as decreases in the lowest two levels, are monitored and considered in the MSIP accreditation process.

Why is this objective important?

To reach the overall outcome, districts must move students out of the bottom two MAP achievement levels and into the top two levels. Failure to address this objective would have serious repercussions for the economic health of the state as well as the viability of families and communities. Students who leave the public school system without the knowledge and skills needed to continue their education, earn a living and participate in democratic life will become users of our social capital rather than contributors. If our schools fail to move low-performing students to higher achievement levels, Missouri should expect increases in poverty, crime, drug abuse and child neglect. The state should also be prepared for business and industry to look elsewhere for a skilled workforce, which would leave many Missourians unable to support their families or sustain their communities.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states, but samples of students from most other states take the NAEP. NAEP scores are reported in terms of the percentage of students attaining three achievement levels: Basic, Proficient and Advanced.

Percentage of students scoring in the Proficient and Advanced range on NAEP–Missouri compared to national data

	1996*		1998		2000		2002		2003		2005		2006		2007	
	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat
MATHEMATICS																
Grade 4	20%	20%			23%	22%			30%	31%	31%	35%			38%	39%
Grade 8	22%	23%			21%	25%			28%	27%	26%	28%			30%	31%
READING																
Grade 4			28%	28%			32%	30%	34%	30%	33%	30%			32%	32%
Grade 8			28%	30%			33%	31%	34%	30%	31%	29%			31%	29%

Source: National Center for Education Statistics Data Tool

*Note: *Accommodations were not allowed on the assessment in 1996.*

About the measure: Student performance on the NAEP is reported on a three-step scale: Basic (lowest), Proficient and Advanced. Scores below the cut score for the Basic level fall into the Below Basic range. The nation's goal is for students to score at the Proficient level or above in every subject and in every grade. Prior to 2002, at least 70 percent of the originally sampled schools needed to participate for state NAEP results to be recognized. Beginning in 2002, an 85-percent participation rate was required.

The trend data across various NAEP assessments show that the percentage of Missouri students scoring in the Proficient and Advanced levels has increased from the initial to the most recent assessment in all subject areas and in all grades. The data also indicate that the overall percentage of Missouri students scoring in the Proficient and Advanced range is similar to that of the nation in mathematics and reading and is lower than that of the nation in writing.

What factors influence this measure?

In the 2003 book "What Works in Schools: Translating Research into Action," Robert J. Marzano identified the following factors that impact student achievement:

School

1. Guaranteed and viable curriculum

2. Challenging goals and effective feedback

3. Parent and community involvement

4. Safe and orderly environment

5. Collegiality and professionalism

Teacher

1. Instructional strategies

2. Classroom management

3. Classroom curriculum design

Student

1. Home atmosphere

2. Learned intelligence and background knowledge

3. Motivation

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- promote and sustain a system of high-quality professional development for Missouri educators centered on research-based best practices and model programs.

- assist districts in recruiting high-quality teachers for the lowest-performing schools.

Performance and accountability

DESE will:

- advocate for and adopt measures that motivate students to perform their best on the MAP.

- work with other state agencies to provide resources that promote improved student performance.

- develop centralized data collection and improve the reliability of required dropout reports by developing and implementing a state education student information system.

Funding

DESE will:

- advocate for an equitable system for distributing local, state and federal funds to school districts.

Best practices and technical assistance

DESE will:

- provide technical assistance and guidelines for using technology in order to improve instruction.

- assist schools as they integrate high-academic performance, along with the preparation for both work and postsecondary education, into all subjects.

- assist schools in engaging families and communities as active partners in their children's education.

- support schools in providing additional time and support for students who are not making satisfactory academic progress.

- assist districts and community-based programs in offering quality school-age child care that supports school-day instruction and extends learning into non-school hours.

- assist districts in providing safe learning environments for staff and students.

- assist districts in longitudinally analyzing student performance through the student information system.

Communication

DESE will:

- use technology to communicate with stakeholders regarding student achievement, school performance, statewide school-improvement initiatives, and issues and trends affecting public education.

KEY OBJECTIVE 2

Decrease the gap in achievement scores between students in NCLB-designated subgroups and all students who took the MAP by 5 percent each year through 2011 while increasing the performance of all students

What's the trend?

Although Missouri has met its Adequate Yearly Progress (AYP) goals for all students, a significant gap still exists for the majority of the NCLB-designated subgroups. In communication arts, small gains occurred in six subgroups; and in mathematics, four of the subgroups demonstrated small gains.

Percentages of Missouri students in NCLB-designated subgroups and all students making Adequate Yearly Progress

Communication Arts	2006	2007	2008		Mathematics	2006	2007	2008
State Proficiency Goals	*34.7*	*42.9*	*51.0*		*State Proficiency Goals*	*26.6*	*35.8*	*45.0*
All Students	*43.7*	*44.3*	*45.7*		*All Students*	*43.3*	*44.8*	*46.7*
Asian/Pacific Islander	54.2	55.3	57.3		Asian/Pacific Islander	60.5	62.2	64.8
Gap	+10.5	+11.0	+11.6		Gap	+17.2	+17.4	+18.1
American Indian	39.8	40.3	42.3		American Indian	38.7	38.7	41.8
Gap	-3.9	-4.0	-3.4		Gap	-4.6	-6.1	-4.9
Black	21.6	22.7	24.0		Black	18.0	20.0	21.2
Gap	-22.1	-21.6	-21.7		Gap	-25.3	-24.8	-25.5
Hispanic	29.7	31.3	32.5		Hispanic	30.3	32.2	34.4
Gap	-14.0	-13.0	-13.2		Gap	-13.0	-12.6	-12.3
White	49.3	49.7	51.1		White	49.6	51.0	52.8
Gap	+5.6	+5.4	+5.4		Gap	+6.3	+6.2	+6.1
Other/Non-Response	26.7	27.6	52.7		Other/Non-Response	24.6	23.9	58.9
Gap	-17.0	-16.7	+7.0		Gap	-18.7	-20.9	+12.2
LEP	17.7	20.8	27.0		LEP	23.0	23.1	32.0
Gap	-26.0	-23.5	-18.7		Gap	-20.3	-21.7	-14.7
IEP	16.3	16.5	19.2		IEP	18.9	19.9	22.8
Gap	-27.4	-27.8	-26.5		Gap	-24.4	-24.9	-23.9
F/R Lunch	28.9	29.8	31.6		F/R Lunch	28.3	30.1	31.8
Gap	-14.8	-14.5	-14.1		Gap	-15.0	-14.7	-14.9

Gap in achievement scores between students in NCLB designated subgroups and all students

Mathematics results

Subgroup	06	07	08
Asian/Pacific Islander	+17.2	+17.4	+18.1
American Indian	-4.6	-6.1	-4.9
Black	-25.3	-24.8	-25.5
Hispanic	-13.0	-12.6	-12.3
White	+6.3	+6.2	+6.1
Other/Non-Response	-18.7	-20.9	+12.2
LEP	-20.3	-21.7	-14.7
IEP	-24.4	-24.9	-23.9
F/R Lunch	-15.0	-14.7	-14.9

Communication Arts results

Subgroup	06	07	08
Asian/Pacific Islander	+10.5	+11.0	+11.6
American Indian	-3.9	-4.0	-3.4
Black	-22.1	-21.6	-21.7
Hispanic	-14.0	-13.0	-13.2
White	+5.6	+5.4	+5.4
Other/Non-Response	-17.0	-16.7	+7.0
LEP	-26.0	-23.5	-18.7
IEP	-27.4	-27.8	-26.5
F/R Lunch	-14.8	-14.5	-14.1

Why is this objective important?

It is not enough to raise the achievement levels of some students. DESE must ensure that all Missouri students are learning. An equitable opportunity for all learners to succeed is critical to their future as well as to the future of our state. DESE must play a leadership role in making certain that all learners – regardless of their race, ethnicity, economic status, location, gender or special needs – have equal access to an excellent education and the resources necessary for success. Missouri schools must provide curricula and instruction that promote high expectations, academic standards and real-world activities across all subject areas for all students.

Under federal NCLB requirements, all districts and schools (including charter schools) are assessed to determine if they have achieved AYP in communication arts and math. In addition, each subgroup is monitored for AYP unless there are 30 or fewer students in the subgroup. The subgroups are: Asian/Pacific Islander, black, Hispanic, American Indian, white, other/non-response, free/reduced lunch, IEP (special education) and LEP (Limited English Proficiency). (As begun in 2004, IEP and LEP students are monitored for AYP only if there are 50 or more students in the subgroup.)

Schools must make sure that at least 95 percent of the students in every subgroup are included in the MAP testing. If the 95-percent threshold is not met, a subgroup cannot meet AYP regardless of its overall scores. Missouri uses the term Level Not Determined (LND) to describe students who did not take the appropriate MAP tests or who did not make a valid attempt to complete a test. Thus, if any subgroup's LND number exceeds 5 percent, that group will not meet AYP.

How does Missouri compare to other states and the nation on this measure?

There are no comparable national data for this measure.

What factors influence this measure?

1. Teacher quality, including the ability to address individual learning styles and provide culturally responsive instruction

2. Expectations for minority students

3. School climate

4. Adequacy and equity of financial resources available to schools with large minority populations and/or high-poverty schools

5. Family literacy

6. Parent and community involvement and support

7. Participation of children in quality early childhood education programs

8. Leadership provided by local boards of education, administrators and building principals

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KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- expand high-quality professional-development programs that help teachers, administrators and board members move beyond cultural differences, change practices and improve instruction for racial- and ethnic-minority students.

- focus its resources toward school districts in targeted regions of the state with high concentrations of racial- and ethnic-minority or low-income students in order to assist these districts with improving achievement.

- require teacher-preparation programs to provide those enrolled with practicum experience in a variety of school, community and cultural settings.

Performance and accountability

DESE will:
- hold school districts accountable through the MSIP for the achievement of racial- and ethnic-minority students.

- ensure that state accountability systems provide accurate information about student learning and indicate areas that require improvement.

- develop centralized data collection and improve the reliability of required dropout reports by developing a state education student information system.

Funding

DESE will:
- target resources to expand the available pool of minority teachers.

- pursue incentives to increase the pool of teachers in high-demand fields (e.g., math, science, special education, technology education) and in urban, rural and high-poverty areas.

Best practices and technical assistance

DESE will:
- identify model programs and practices in high-performing schools with significant numbers of minority students.

- advocate for additional learning time and assistance for students who are not making satisfactory progress.

- assist districts in longitudinally analyzing student performance by use of the student information system.

Communication

DESE will:
- improve communication with citizens, members of the education community and policy-makers about the gap between the achievement of racial- and ethnic-minority students and non-minority students.

- provide student-achievement data in user-friendly formats to schools and patrons, as well as assistance in making data-based decisions to improve student performance.

KEY OBJECTIVE 3

Increase the percentage of students who score at or
above the Proficient level on the communication arts
component of the MAP to 75.5 percent by 2011

What's the trend?

Student scores on the 2007 and 2008 administrations of the test indicate that big gains were made in communication arts in grades 6, 7 and 8. No changes occurred in grade 5 with small losses in grades 3 and 11.

Percentage of students scoring at or above the Proficient level on the MAP communication arts assessment

Grade Level	2006	2007	2008
Grade 3	43.3%	43.6%	40.8%
Grade 4	44.7%	46.0%	45.6%
Grade 5	45.9%	48.6%	48.6%
Grade 6	43.0%	44.4%	47.6%
Grade 7	43.9%	45.6%	49.3%
Grade 8	42.5%	42.5%	48.4%
Grade 11	42.7%	41.8%	39.2%

Source: *MAP, September 2008*

Why is this objective important?

Reading is an essential skill for success in school and in life. Students who do not learn to read in the primary grades will struggle throughout their school careers. NCLB mandates that 100 percent of America's third-graders will be reading at or above a proficient level by 2014 (75.5 percent by 2011 is in line with this goal). The following excerpt from a 1998 report by the National Research Council emphasizes the importance of improving reading achievement:

"…we are most concerned with the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy.

To be employable in the modern economy, high school graduates need to be more than merely literate. They must be able to read challenging material, to perform sophisticated calculations, and to solve problems independently (Murnane and Levy, 1993). The demands are far greater than those placed on the vast majority of schooled literate individuals a quarter-century ago…

Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of grade 3 (for reviews, see Slavin et al., 1994). A

person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school. Only a generation ago, this did not matter so much, because the long-term economic effects of not becoming a good reader and not graduating from high school were less severe."

 — from "Preventing Reading Difficulties in Young Children," 1998

Student achievement on the MAP directly affects the ability to meet federal NCLB requirements. To achieve the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. DESE has established specific annual targets for AYP in communication arts and math. In 2008, the AYP goal for all schools in communication arts was for 51 percent of all students to score at the Proficient or Advanced levels. (This same goal was applied to all subgroups of students.)

How does Missouri compare to other states and the nation on this measure?

NAEP and TerraNova Results

NAEP reading assessments are only available to states for grades 4 and 8. Trend data indicate that the average scale scores for Missouri's fourth-grade and eighth-grade students are generally above those of the nation as a whole on the NAEP reading assessment, and the scores are similar to those of the nation in relation to the percentage of students scoring at the Proficient and Advanced achievement levels.

Percentage of students scoring Proficient or above on the NAEP reading assessment in Missouri compared to national data

	2002		2003		2005		2007	
Reading	**MO**	**National**	**MO**	**National**	**MO**	**National**	**MO**	**National**
Grade 4	32%	30%	34%	30%	33%	30%	32%	32%
Grade 8	33%	31%	34%	30%	31%	29%	31%	29%

Source: *National Center for Education Statistics Data Tool*

About the measure: The data derived from the NAEP state reading assessment show how well students perform in reading various texts and responding to those texts in multiple-choice and constructed-response formats. Performance on the NAEP reading assessment is reported using three achievement categories: Basic, Proficient and Advanced. Scores below the cut score for the Basic level fall into the Below Basic range. The nation's goal is for students to score at the Proficient level or above.

TerraNova results

	Communication Arts		
Grade Level	**Median TerraNova 2006**	**Median TerraNova 2007**	**Median TerraNova 2008**
Grade 3	60	61	58
Grade 4	63	64	60
Grade 5	66	67	62
Grade 6	60	61	63
Grade 7	58	59	67
Grade 8	63	63	60
Grade 11	68	68	65

Missouri's third-grade students score significantly higher (e.g., the 2006 median percentile was 60) than their national peers on the reading subtest of the nationally normed TerraNova component of the MAP communication arts assessment.

What factors influence this measure?

1. Educators' access to professional development in instruction using scientifically based reading research

2. Educators' ability to implement reading instruction based on scientific research, including the use of informal, ongoing assessment to monitor student reading progress

3. Family literacy and students' motivation to read

4. Quality of children's early care and education

5. The challenges faced by English Language Learners (ELLs) in mastering literacy skills

6. Educators' ability to implement literacy instruction in their content areas at the middle school and high school levels

7. Educators' access to school-based best practices of literacy instructional strategies in all content areas

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KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- provide high-quality, ongoing professional development designed to increase the capacity to explicitly teach reading within the classroom and school.

- promote pre-service education for elementary, middle school and secondary teachers that includes instruction on scientifically based reading research and opportunities to put theory into practice (regularly monitored by DESE).

- support instruction using scientifically based reading research that reflects the five essential components identified by the National Reading Panel and a comprehensive approach to developing literacy.

- develop centralized data collection and improve the reliability of required dropout reports by developing a state education student information system.

Best practices and technical assistance

DESE will:

- demonstrate and implement techniques for the early identification of students with reading problems and the use of appropriate intervention methods integrated across the curriculum, grade levels and subject areas.

- identify resources, suggestions and trainings, as well as programs involving parents in support of their children's reading.

- increase early childhood experiences that promote literacy.

- support school reading initiatives linked to adult-literacy programs.

- advocate for a strong, schoolwide focus on improving reading that is sustained over time.

- encourage cross-curricular reading skills instruction.

- assist districts in longitudinally analyzing student performance by use of the student information system.

- implement an interdepartmental reading team to share and coordinate information among reading programs at the state level.

- promote scientifically based reading instruction in all schools and at all levels.

KEY OBJECTIVE 4

Increase to 100 percent by 2011 the number
of Missouri public school core academic courses
taught by highly qualified teachers with
the appropriate grade and subject certification

What's the trend?

The percentage of public school core academic courses taught by highly qualified teachers has changed marginally over the past few years. Slightly more than 96 percent of classes are being taught by qualified individuals as specified by MSIP guidelines and NCLB requirements. However, in districts with low poverty rates, highly qualified professionals teach 97.9 percent of courses, contrasted to 93.5 percent in districts with high poverty rates. All courses, especially those in high-poverty schools, must be staffed by highly qualified teachers for students to attain proficiency on MAP assessments.

Percentage of core academic courses taught by highly qualified teachers
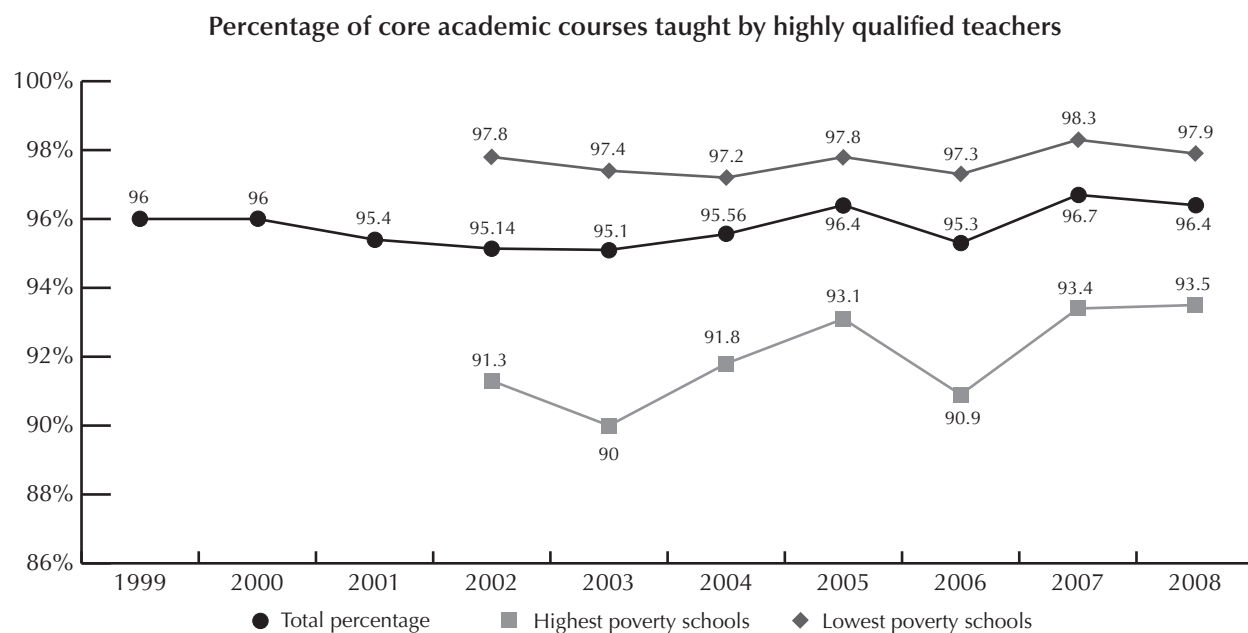
Source: DESE School Core Data and Teacher Certification records, October 2008

About the measure: This measure was developed by DESE to monitor one aspect of teacher quality in Missouri — do Missouri's highly qualified teachers have the appropriate qualifications to teach their assigned courses? The Core Data system is used to identify classroom teachers and their assignments, and that information is then compared with teachers' certification records. The various courses and required teaching certificates are defined by the MSIP and are listed in the Core Data manual (Exhibit 10).

Why is this objective important?

Teachers are a critical factor in Missouri's efforts to improve student achievement. Research has confirmed the commonly held belief that the success of schools and students is linked to the knowledge and instructional skills of teachers and the leadership of principals. Missouri faces teacher shortages in subject areas such as math, science, special education and technology education. The recruitment and retention of qualified educators are particular problems in urban, rural and high-poverty areas of the state.

DESE must help ensure that Missouri's public education system has sufficient and well-qualified school personnel who can deliver on the promise of high academic standards and expectations for all students. The state, local school districts and the communities they serve, colleges of education, and professional education organizations must address the challenges of recruiting highly qualified prospects to the education profession, preparing them effectively, providing them with support early in their careers, ensuring they have opportunities for professional development, offering them good working conditions and paying them competitive salaries.

NCLB contains a provision that requires all core-area teachers to be highly qualified. Federal law defines core-area teachers as those in English, reading or language arts, math, science, foreign languages, civics, government, economics, art, history and geography. On a statewide basis, it appears that Missouri is well-positioned to continue working toward the goal of having 100 percent of its teachers be considered highly qualified. Districts having less than 95 percent of classes taught by appropriately certificated staff are required to put the highest priority for use of their Title II, Part A funds toward supporting teachers in obtaining appropriate certification.

How does Missouri compare to other states and the nation on this measure?

There are no comparable national data for this measure. Additional information on related national measures is being collected and will be reported when available.

What factors influence this measure?

1. Student enrollment

2. State and federal laws

3. MSIP standards for pupil-to-teacher ratios

4. Public recognition of the importance of teaching

5. Salaries for teachers and administrators

6. School climate and working conditions

7. State, local and federal funding for schools

8. State certification requirements

9. MSIP program of study and appropriate staff certification

10. Teacher-recruitment practices

11. The quality, capacity and number of teacher-preparation programs

12. School district support for new teachers and administrators

13. Instructional leadership at the building and district levels

14. Opportunities for professional development

15. Understanding of the state's diverse educational environments

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- maintain teacher-preparation programs that prepare future teachers for the challenges of today's classrooms (effective instruction, performance assessment, culturally diverse student populations, various learning styles), integrate practicum experience throughout the programs and respond to subject-area and location shortages.

- develop mentoring programs for new teachers and administrators.

- provide professional-development opportunities through the Career Education New Teacher Institute.

- provide opportunities for ongoing, job-embedded professional development.

Teacher certification and recruitment

DESE will:

- develop a streamlined certification process that preserves high standards.

- collaborate with networks that link schools needing teachers with teachers looking for jobs.

- collaborate with local education agencies, teacher-preparation institutions, and statewide teacher and administrator associations to identify and implement effective recruitment initiatives, including efforts to attract top high school students to the field of education.

- collaborate with teacher-preparation institutions to develop new pathways for well-qualified, nontraditional candidates to enter the education profession.

- collaborate with local education agencies and teacher-preparation institutions to identify and implement effective retention initiatives for teachers and administrators (e.g., mentoring programs, realistic teaching and extracurricular assignments).

- assist districts in attracting highly qualified teachers to low-performing schools.

- advocate for sustaining equitable and adequate basic state aid to help districts improve educator salaries, maintain low pupil-to-teacher ratios and continue targeted professional-development programs.

- create and disseminate an annual report on teacher recruitment and retention.

- advocate for incentives to increase the pool of teachers in high-demand fields (e.g., special education, math and science, technology education).

Funding

DESE will:

- advocate for competitive teacher salaries.

- maintain financial incentives for choosing teaching as a career (scholarships and college-loan forgiveness programs) and longevity incentives that encourage teachers to stay in the profession (i.e., Urban Flight and Rural Needs Scholarship).

- advocate for good working conditions, including reasonable class sizes.

Key programs for Outcome I

Program Name	Objective			
	1	2	3	4
21st Century Community Learning Centers	•			
Accelerated Schools	•			
Adult Education and Literacy			•	
Alternative Teacher Preparation Program				•
Career Ladder				•
Character Education	•	•	•	
Close the Gap		•		
Educator Certification			•	
eMINTS (Enhancing Missouri's Instructional Networked Teaching Strategies)	•			
Even Start		•		
Family literacy programs	•			
Federal loan forgiveness programs		•		•
JOBS Web site				•
Leadership Academy	•			
MAP Regional Instructional Facilitators	•			
MC3 (Mid-Continent Comprehensive Center)	•	•	•	
MELL (Migrant Education and English Language Learning)	•		•	
Missouri Mathematics Academy	•			
Missouri Minority Teaching Scholarship		•		
Missouri Student Information System (MOSIS)	•	•	•	
Missouri Teacher Education Scholarship		•		
MO TACTICS (Missouri – Training All Content Teachers for Interactive Classroom Success)		•		

MORF (Missouri Reading First grants)	•		•	
MoSTEP (Missouri Standards for Teacher Education Programs)	•		•	•
MPP (Missouri Preschool Project)	•	•		
MRI (Missouri Reading Initiative)	•		•	
MSIP (Missouri School Improvement Program)	•	•	•	
National Board for Professional Teaching Standards Certification				•
Perkins Accountability	•	•	•	
PPP (Practical Parenting Partnerships)	•			
Priority schools	•	•		
Professional Learning Communities project	•	•		
Project Construct	•			
Reading First	•	•	•	
Reading Recovery			•	
Recruitment and Retention rewards				•
Regional Professional Development Centers (RPDC) including special consultants	•	•	•	•
Safe Schools grants	•			
STARR (Select Teachers As Regional Resources)	•			
State Action for Education Leadership Project	•	•		
SuccessLink and SuccessLink Science	•	•		
Summer School/extended learning opportunities	•	•	•	
Temporary Authorization Certificate				•
Title I, IIA & D, III, IV & V programs		•	•	•
Troops to Teachers project				•
Tuition reimbursement (special education, special education paraprofessional, counselor)				•

For more information

Resources	Objective			
	1	2	3	4
http://dese.mo.gov	●			
http://dese.mo.gov/divimprove/		●	●	
http://dese.mo.gov/divteachqual/		●		●
http://nces.ed.gov/	●			
http://reading.uoregon.edu/curricula/con_guide.php			●	
http://missourireadinginitiative.com			●	
http://www2.edtrust.org		●		
http://www.learningfirst.org/			●	
http://www.nbpts.org				●
http://www.nctaf.org				●
http://ies.ed.gov/ncee/edlabs	●			

II. KEY OUTCOME

Increased percentage of children
entering school ready to succeed

What's the trend?

The Missouri Preschool Exit Assessment Project began during the 1998-1999 school year as an effort to gather information about the school readiness of children as they exit preschools primarily funded by Title I of ESEA and the Missouri Preschool Program (MPP). The study, coordinated by the Project Construct National Center, was conducted by Research & Training Associates Inc. of Overland Park, Kan.

For the 2006-2007 report of the Preschool Exit Assessment Project, preschool teachers used the School Entry Profile to assess the kindergarten readiness of more than 10,000 children exiting publicly funded preschools in Missouri. They rated the children who had attended these preschools as better prepared for kindergarten than the average child entering kindergarten. The exiting preschoolers scored higher on scales measuring symbolic development, communication, mathematical/physical knowledge, working with others and learning to learn. They scored similarly to average entering kindergartners on the conventional knowledge scale.

Preschool exit-assessment test data 2004-2011

Descriptive statistics mean scale scores for exiting public school preschoolers[1]								
	2004	**2005**	**2006**	**2007**	**2008***	**2009***	**2010***	**2011***
Symbolic Development	19.8	19.8	20.0	20.0	20.1	20.2	20.3	20.3
Communication	47.8	48.2	48.7	48.7	49.2	49.5	49.8	50.1
Mathematical/ Physical Knowledge	27.5	27.6	27.8	27.7	27.9	27.9	28.0	28.1
Working with Others	19.2	19.3	19.3	19.2	19.2	19.2	19.2	19.2
Learning to Learn	25.4	25.4	25.4	25.4	25.4	25.4	25.4	25.4
Conventional Knowledge	9.9	9.9	10.4	10.4	10.7	10.9	11.1	11.3

Note: 1: Pfannenstiel, J. *School Entry Assessment Project: 2006-2007 Report of Findings. Department of Elementary and Secondary Education. Data excludes children with special needs.*
Department projections based on growth trend of 2004-2007 mean data.

Why is this outcome important?

Research clearly shows how the first few years of life can be utilized to increase the percentage of children who are prepared to succeed when they enter school. The April 1994 report of the Carnegie Task Force, "Starting Points: Meeting the Needs of Our Youngest Children," found that these years are significant for child development in the areas of health education, language development and positive human relationships, all of which help children enter school prepared to succeed. While the Carnegie report focused on the first three years of life, a much-neglected period, neuroscience findings indicate that the first five years are critical in the development of a person's

character and behavior. The window of opportunity from birth to age 5 must not be ignored if all children are to enter school ready to succeed.

Research sponsored by DESE shows that quality care and parent-education programs improve children's readiness for school and later success. A failure to address the need for quality early care and parent education would mean that some Missouri children start school with undiagnosed developmental delays or health problems that could jeopardize their chances for success. Without a strong start in school, students do not acquire essential knowledge and skills and are less likely to complete high school and continue their education. Without quality early care and parent education, costs for special education and remedial education services could increase, and opportunities to reduce child abuse and neglect through parent education and support would be lost.

The return on the investment in early childhood programs is linked to quality; increasing participation without ensuring program quality will not produce positive results. Estimates for the return on the investment in high-quality programs for low-income children range from $4 to $7 for every $1 spent. Although families are the main providers for the environment of infants and toddlers, it is clear that for families in which both parents work full time, children can spend as many waking hours in child care as they do with their parents.

Time spent outside of parental influence provides a window of opportunity for caregivers to work on extending language, guiding children's social interactions, and encouraging and supporting exploration and problem-solving. All of these areas prepare children to master the complex demands of formal schooling.

The "Cost, Quality and Child Outcomes" study released in June 1999 by the National Center for Early Development and Learning underscores the importance of high-quality early education and care in providing a developmental foundation for every child. The study examined the cost and quality of early child care and early learning and how they related to children's development and school readiness. The study shows that young children receiving poor-quality child care were less prepared for school and tended to have less success in the early phases of school than students who received high-quality care in their preschool years. Major research findings from the "Cost, Quality and Child Outcomes" study include:

- Children who attended high-quality child-care centers scored higher on measures of both cognitive and social skills while in child care and through the transition into school.

- High-quality child care continued to positively predict children's performance well into their school careers in cognitive skills such as language, math and social skills.

- Children who were traditionally at risk for not succeeding in school were affected more by the quality of child-care experiences than other children. For outcomes such as math skills and problem behaviors, children whose mothers had lower levels of education were more sensitive to the negative effects of poor-quality child care or received more benefits from high-quality child care. The influences of the quality of the child-care settings for these children were sustained into the second grade.

- Children's cognitive development was related to the quality of practices in the classroom while the nature of the preschool teacher-child relationship influenced social development throughout the early school years.

- The quality of child-care experiences before children entered school continued to affect their development at least through kindergarten and, in many cases, through the end of second

grade. The quality of materials, activities and daily experiences was related to the success of children as they moved into school.

An additional, more recent study is also worth mentioning. In 2003, Art Rolnick, senior vice president and director of research for the Federal Reserve Bank of Minneapolis, reported that a cost-benefit analysis of the Perry Preschool Study data indicated that for every dollar invested in the program during the early 1960s, more than $8 in benefits were returned to the program participants and society as a whole.

How does Missouri compare to other states and the nation on this measure?

Comparative measures are not available at this time. A few other states, including Maryland and North Carolina, are conducting school-readiness assessments similar to Missouri's. The National Center for Education Statistics at the U.S. Department of Education is also conducting the "Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999," to provide information about the school readiness of a nationally representative sample of children. The study, which initially assessed the kindergartners' performance in reading and mathematics and collected information about their home reading experiences, will follow the children's progress through fifth grade.

Addressing the needs of young children and their families must be a collaborative effort among programs within DESE, as well as among DESE and other entities (both public and private) that provide services. DESE must continue to support initiatives that will create the cohesive, high-quality system envisioned by the state's Commission on Early Childhood Care and Education. Findings of the Missouri School Entry Assessment (an assessment last administered during the 2006 school year in which teachers rated children on language development, mathematical understanding and how they work with others) indicate the following:

- When Parents as Teachers (PAT) is combined with any other pre-kindergarten experience for high-poverty children, the children score above average on all scales when entering kindergarten.

- The highest-performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, both minority and non-minority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when entering kindergarten.

- Teachers rate children with special needs who participate in PAT and preschool in addition to Early Childhood Special Education programs as being similar in preparation to other children.

Efforts to increase the percentage of students who enter school ready to succeed include making PAT services available to more families, especially those meeting the high-need criteria; expanding educational preschool services through the Missouri Preschool Project and other programs created by House Bill 1519 (1998); expanding preschools funded through other sources such as Title I; coordinating and cooperating with other agencies and programs of early childhood education and care to establish a system of excellence for young children in Missouri; and addressing quality issues such as program accreditation, use of research-based curricula, teacher and teacher-assistant qualifications, professional development, and child-to-adult ratios. The Commissioner of Education established an Early Education Task Force in the summer of 2005 to study the factors that contribute most to the quality of early education programs sponsored by DESE. From the work of the task force came the document "Early Education in Missouri." Within this document are the vision, principles and quality standards for Missouri's school districts to use as a guide to develop and expand early childhood programs. These quality-program standards were approved by the State

Board of Education in June 2007. Currently, more than half of Missouri's school districts offer some early education services. Based on 2000 Census information and the services provided in FY2003, extending PAT services to 100 percent of the eligible population is projected to cost approximately $98.4 million. A similar, additional amount of funding would also be required to provide universal access to quality education services for Missouri's children.

KEY OBJECTIVE 1

Increase from 48 to 60 percent by 2011
the number of families that have pre-kindergarten
children and participate in parent education
and related support services

What's the trend?

The percentage of eligible families served by PAT grew from 30 percent in 1990 to a high of 49 percent in 2003. The percentage of families served in 2004 decreased in a direct relationship to a 10-percent reduction in funding. State education officials believe that a long-term goal of serving 70 percent of eligible families is reasonable despite the voluntary nature of the program. In recent years, the state has redirected some PAT resources to increase services for the neediest families in addition to increasing the overall number of families served.

Percentage of P-3 and 3-5 eligible families served

■ % of P-3 eligible families served   □ % of 3-5 eligible families served
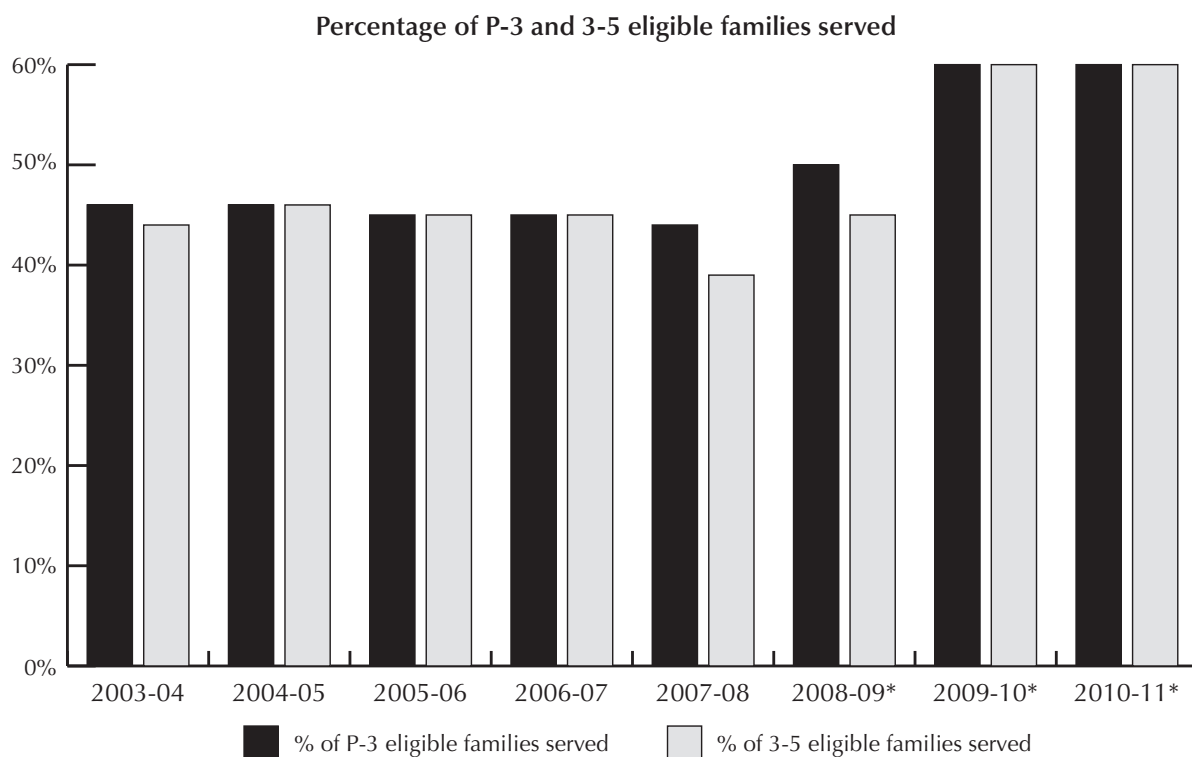
Source: *Early Childhood Education section, November 2008*   *Note:* **Projected figures*

About the measure: The numbers of families served statewide and for each district are taken from end-of-the-year reports submitted by each district.

Why is this objective important?

PAT is Missouri's model home/school/community partnership, which supports parents in their role as their children's first and most influential teachers. Several independent evaluations of PAT conducted between 1985 and 1995 have shown the program to be effective. A new study released in April 2007 replicates similar findings to the studies between 1985 and 1995. Additionally, the study indicates that those participating in PAT:

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- are more likely to read to their children.

- are more likely to enroll their children in educational preschool.

- have higher third-grade achievement scores on the Missouri Assessment Program (MAP).

- are less likely to be retained in kindergarten through third grade.

The state's Early Childhood Development Act of 1984 requires all school districts to make parent-education and screening services available to families with children ages birth to 5. Parents in every Missouri school district can choose to take advantage of PAT services, which include personal visits from certified parent educators, group meetings, developmental screenings and connections with other community resources.

- For the past five years, school districts have been able to provide as many as 25 personal visits for high-need families. (High-need families include teen parents; parents with disabilities; foster parents; parents involved with the state's corrections, mental health, health or social service systems; non-English speaking parents; parents in military service; and parents with chemical dependencies.) In 2007-2008, 51 percent of families participating in the PAT birth-to-3 program met one or more of the high-need characteristics.

- In 2007-2008, 85,657 Missouri families with children ages before birth to 3 and 54,228 families with children ages 3 to kindergarten entry received parent-education services through PAT. State education officials support expanding parent-education services for families with 3- and 4-year-olds so that they receive the same level of services as participants in the PAT birth-to-3 program. Continuing the same level of services for families with 3- and 4-year-olds would strengthen the transition to kindergarten and help increase school-readiness skills among Missouri children.

- In 2007-2008, 54,134 children ages six months to 3 years and 74,690 children ages 3 to kindergarten entry participated in developmental, language, hearing and vision screenings to detect and address problems that might affect a child's future success in school. State education officials believe developmental-screening services should be expanded for all preschoolers.

How does Missouri compare to other states and the nation on this measure?

Missouri is the only state that provides for and funds universal access to PAT. Therefore, comparative data are not available.

What factors influence this measure?

1. Awareness and understanding among parents and school personnel of the research showing the positive effects of the PAT program

2. Whether a district considers PAT and the PAT staff to be an integral part of the district and its programs

3. Limited funding

4. Well-trained staff who receive ongoing professional development

5. Ability of PAT staff to reach high-need families to inform them about the benefits of PAT participation and to refer them to community agencies that can provide needed support

6. Families' capacity to provide resources and to support the appropriate development of their young children

7. The voluntary nature of PAT participation

KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- include children from families being served by PAT in the state education student information system.

- follow up with children from DESE-sponsored early education programs to see how the children perform on the MAP as they progress through school.

Best practices and technical assistance

DESE will:

- promote the expansion of services to high-need families.

- promote the expansion of services to families with 3- and 4-year-olds, as well as 5-year-olds who are not eligible for kindergarten.

- promote the expansion of developmental-screening services.

- promote the expansion of outreach and publicity efforts.

- promote active recruitment in hospitals; doctors' offices; Women, Infants and Children (WIC) nutrition program offices; and Family Services offices to increase the percentage of eligible families that participate in PAT.

- provide parents with tools (e.g., Missouri Early Childhood Standards and parent booklets to support the standards) to help parents focus their efforts as their children's first teachers.

- make a concerted effort to assist districts that have historically low participation in PAT.

- encourage districts to recruit more First Steps families and families of Head Start children into PAT.

- advise districts on ways to remove barriers to the involvement of families and communities as active partners in their children's education through PAT (e.g., helping districts identify neutral locations where PAT parent educators could meet with parents who live in unsafe neighborhoods).

Communication

DESE will:

- inform school leaders about the importance of increasing participation in parent-education programs and support systems, particularly among high-need families.

KEY OBJECTIVE 2

Increase the percentage of children ages 3 to 5
receiving DESE-supported quality care and
education services to 15 percent by 2010

What's the trend?

The number of children receiving DESE-supported preschool services had grown substantially in recent years. However, decreases in funding for the Missouri Preschool Program in the 2003-2004 school year impacted the growth of early childhood services. Currently, about 13 percent of age-eligible children receive DESE-supported preschool services. With additional resources, DESE could serve 4,000 more children in the Missouri Preschool Program and achieve a greater impact on school readiness and student success.

Number of children receiving DESE-supported preschool services

	2004	2005	2006	2007	2008	2009*	2010*	2011*
Missouri Preschool Program	4,435	4,707	4,609	4,972	4,640	4,407	8,407	8,407
Title I preschools	9,166	7,800	8,550	8,325	8,591	8,591	8,591	8,591
Early Childhood Special Education	10,889	10,790	10,887	10,860	11,315	11,315	11,315	11,315
Total	**24,490**	**23,297**	**24,046**	**24,157**	**24,546**	**24,313**	**28,313**	**28,313**
Percentage receiving services	13%	12%	13%	13%	13%	13%	15%	15%

Source: Early Childhood Education section, Federal Programs Unit and Early Childhood Special Education, October 2008

Note: *Projected figures for 2009, 2010 and 2011*

About the measure: This information is compiled by DESE based on end-of-the-year reports submitted by school districts offering these services.

Why is this objective important?

Recent research indicates that the early years of a child's life are crucial to the development of language skills and cognitive processes that determine the ability to succeed in school. Broad and varied experiences, language development, and the ability to manipulate sounds and recognize the letters of the alphabet are important indicators that a child will learn to read. Research also shows that all children benefit from quality preschool experiences, and children with disabilities and developmental delays are likely to benefit the most. Data from the School Entry Assessment indicate that children who experience a center-based early childhood program and whose families have participated in PAT are more likely to enter school ready to succeed than any other group of children. This advantage supersedes race and ethnicity, economic disadvantage, and disability.

How does Missouri compare to other states and the nation on this measure?

The National Institute for Early Education Research (NIEER) has published a report titled "The State of Preschool: 2007 State Preschool Yearbook," which indicates that in comparison to the national average of $3,642 per child, Missouri ranks 31st in state spending with an average of $2,540 per child. The study discusses 10 quality standards that could be used to evaluate preschool programs. (This report can be viewed online at http://nieer.org.) DESE's Early Education Task Force has also identified a vision and guiding principles and quality program standards that were adopted by the State Board of Education in June 2007.

What factors influence this measure?

1. Awareness and understanding among parents and school personnel of the importance of sustained-quality preschool experiences for children; awareness of the importance of language development, guided social interaction, exploration and problem-solving

2. Ability of districts to provide adequate space and personnel for preschool programs

3. Availability of funding that affects the number of children who can be served in DESE-sponsored preschools

4. Availability of highly trained staff to provide care and education for children from birth through entry into school

5. Availability of quality, ongoing professional development for the staff of preschool care and education programs

6. Effective plans in all districts to assist children in making a successful transition into kindergarten

7. Integration of the school-based preschool within the community so that a continuum of quality educational experiences is provided for children

8. High standards for quality that require certified teachers, a developmentally appropriate curriculum and a teacher-to-pupil ratio allowing for individual student needs to be met

9. The licensure and accreditation of programs

10. Early Childhood Special Education services as determined by a child's Individualized Education Program (IEP) team and delivered in home and child-care settings, as well as in schools

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KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- include children in families being served by the MPP in the state education student information system.

- administer the Missouri School Entry Assessment (preschool version) on an annual basis to a representative sample of children entering kindergarten.

- follow up with children from DESE-sponsored early education programs to see how the students perform on the MAP as they progress through school.

Best practices and technical assistance

DESE will:

- encourage districts to use existing and new resources to expand preschool opportunities.

- assist school leaders and parents in combining resources to offer quality preschool experiences for children.

- support research-based curricula and highly qualified staff.

- provide technical assistance to DESE-sponsored early education programs to help with quality control.

Communication

DESE will:

- use newsletters, presentations, Web sites, links to other resources, and partnerships with other agencies and organizations to disseminate information on the research and benefits of quality preschools.

- provide information and research to state leaders about the importance of funding quality early childhood education and care for all of Missouri's children.

Collaboration

DESE will:

- work together with other agencies in the state, including Head Start, private providers, Department of Health and Senior Services (for licensing), Department of Social Services (for Medicaid and subsidy), Missouri Accreditation and the National Association for the Education of Young Children (for accreditation).

- join forces with other agencies to educate business and industry leaders about the benefits of providing quality early childhood services for employees in the workplace.

KEY OBJECTIVE 3

Increase from 84 percent in 2003 to 88 percent
by 2011 the number of public school
kindergartners attending full-day programs

What's the trend?

The percentage of Missouri public school kindergartners enrolled in full-day programs has increased significantly during the last 10 years. Full-day kindergarten enrollment is considerably higher in Missouri than for the nation as a whole. Much of this growth can be attributed to changes in the basic state-aid formula, which were approved as part of the state's Outstanding Schools Act of 1993. The formula provides funding for each hour of attendance in half-day and full-day programs.

Number of kindergartners attending full-day or half-day programs
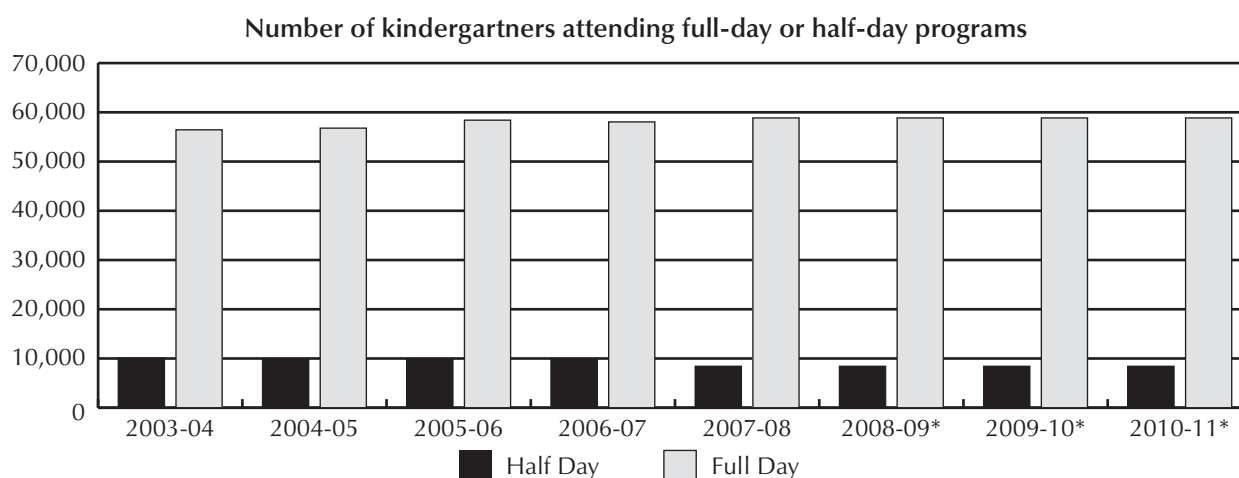
Local education agencies providing kindergarten

Year	Local Education Agencies[1]	Schedule			Attending		Total Kindergarten Enrollment	Percentage Attending Full Day
		Half Day Only	Full Day Only	Half Day/ Full Day	Half Day	Full Day		
2003-04	525	4	505	16	10,067	56,443	66,510	85%
2004-05	525	3	505	17	9,850	56,787	66,637	85%
2005-06	526	2	509	15	9,826	58,405	68,231	86%
2006-07	536	4	520	12	9,802	58,042	67,844	86%
2007-08	547	4	531	12	8,421	58,859	67,280	87%
2008-09*	547	4	531	12	8,421	58,859	67,280	87%
2009-10*	547	4	531	12	8,421	58,859	67,280	87%
2010-11*	547	4	531	12	8,421	58,859	67,280	87%

Source: Early Childhood Education section, November 2008   **Note:** 1: Local education agency data includes State Schools and charter schools. *Projected figures for 2009, 2010 and 2011

About the measure: Information about full-day kindergarten in Missouri public schools is collected through the School Core Data system.

Why is this objective important?

Recent research suggests that many children benefit academically and socially during their primary years from participation in full-day kindergarten programs that are developmentally appropriate. Full-day kindergarten allows children and teachers the time to explore topics in-depth, provides for a greater continuity of day-to-day activities and builds an environment that favors a child-centered, developmentally appropriate approach. Research also shows that parents prefer full-day kindergarten programs because such programs reduce the number of transitions that kindergartners experience in a typical day.

Preliminary results of a study being conducted by the Montgomery County Public Schools in Maryland show that "a full-day/reduced-class-size kindergarten program is clearly essential for the higher-risk students to begin to close the gap in early literacy skills."

How does Missouri compare to other states and the nation on this measure?

In 2004, 85 percent of Missouri kindergartners attended full-day programs, compared to 59 percent nationally. The number of Missouri kindergartners attending all day was well below the national percentage until the mid-1990s, when Missouri districts were able to expand full-day kindergarten programs with new funding provided by the state's Outstanding Schools Act of 1993.

What factors influence this measure?

1. Districts' ability to provide support services and adequate classroom space, which can be a particular problem in areas with growing student enrollment

2. Awareness among educators and parents about the importance of full-day kindergarten for all students

3. No state funding for facilities (although districts are provided some operational funding for full-day kindergarten)

KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- follow up with students attending full-day and half-day kindergarten until they reach sixth grade.

Best practices and technical assistance

DESE will:

- assist districts in analyzing the longitudinal data of students who participate in full-day kindergarten.

Professional development

DESE will:

- promote developmentally appropriate curricula and strategies.

Communication

DESE will:

- inform school personnel and parents about the benefits of full-day kindergarten.

Funding

DESE will:

- explore the possibility of providing financial assistance to school districts that are trying to expand facilities to accommodate full-day kindergarten programs.

Key programs for Outcome II

Program name	Objective		
	1	2	3
Early Childhood Special Education services	●	●	●
Even Start and other DESE-sponsored family literacy programs	●	●	
Family and Consumer Sciences child-development and parenting courses	●		
Family and Consumer Sciences training for providers of preschool care and education		●	
First Steps	●	●	
Foundation Program, which gives districts credit for full-day attendance of kindergartners			●
Missouri Preschool Program (MPP)	●	●	
Missouri Student Information System (MOSIS)	●	●	●
Parents as Teachers (PAT)	●		
Project Construct			●
Title I preschools	●	●	
Workshop on Wheels		●	

For more information

Resources	Objective		
	1	2	3
http://dese.mo.gov/divimprove/fedprog/earlychild/	●	●	●
http://dese.mo.gov/divspeced/EffectivePractices/ECSEpage.html	●		
http://dese.mo.gov/divcareered/facs_index.htm	●		
http://nieer.org		●	

III. KEY OUTCOME

Increased percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate

What's the trend?

Since 1996, Missouri has shown slow but steady progress in increasing the percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate, moving up from 80.7 percent to 90.2 percent in 2007. In 2008, Missouri had 87.85 percent of 18-year-olds with a high school diploma or a GED certificate.

Percentage of 18-year-olds with a high school diploma or a GED certificate
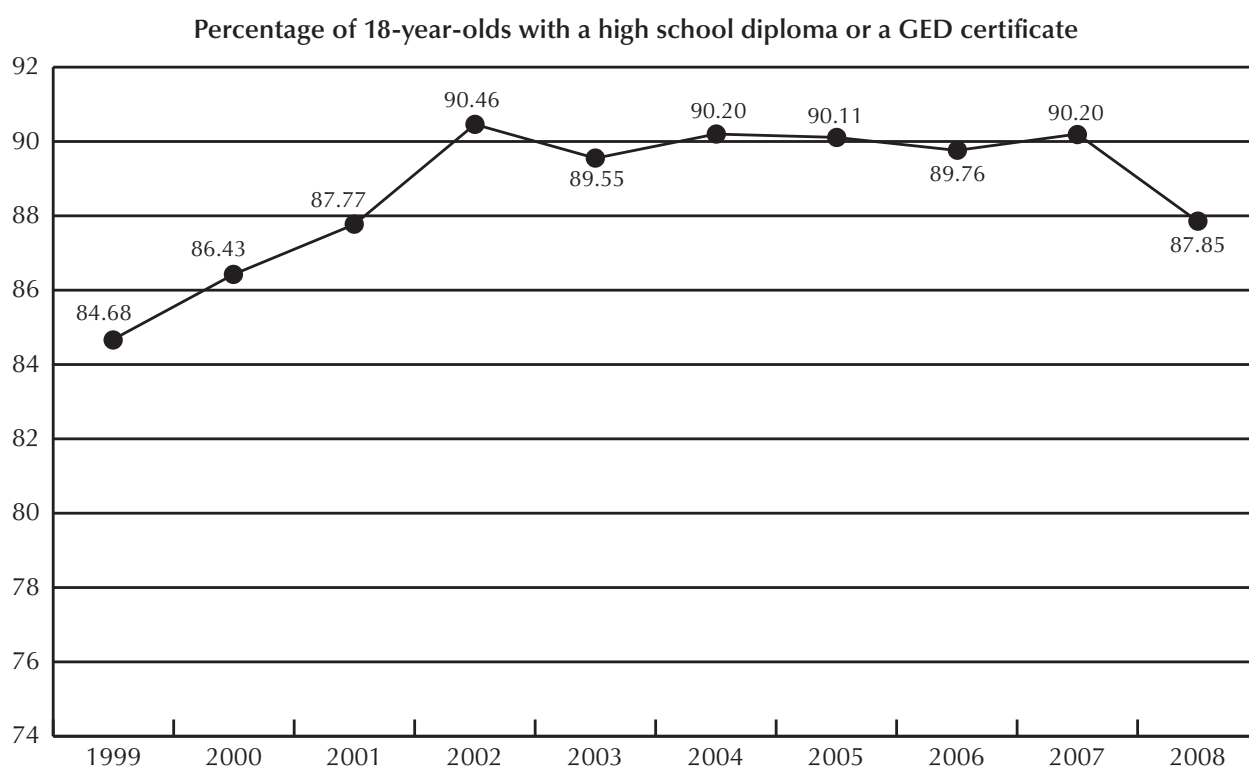
Source: School Core Data, October 2008

About the measure: DESE's School Core Data section calculates the measure using core data as well as data collected by the Federal Programs and Adult Education and Literacy sections and private school graduation data. Data for 2008 was based on use of the MOSIS individual student record system. GED record collection reporting was revised for 2008 and for prior years.

Why is this outcome important?

A high school diploma or a GED credential is essential if Missourians are to meet their potential in terms of economic and educational success. According to the 2006 Current Population Survey from the U.S. Census Bureau, mean earnings for workers ages 18 and above averaged $31,071 for a high school graduate. Those earnings dropped to $20,873 for workers who did not complete high school. According to the July 2002 Current Population Reports, earnings differences compound over a lifetime. A dropout would have estimated lifetime earnings (in 1999 dollars) of $1 million, while completing high school would increase those earnings to $1.2 million. Completing some

college would earn an individual $1.5 million, an associate degree would bring in $1.6 million and a bachelor's degree would earn $2.1 million over a lifetime.

How does Missouri compare to other states and the nation on this measure?

There are no comparable data for the nation or other states for this measure. However, the National Center for Education Statistics (NCES) provides a high school completion rate, which is based on the Current Population Survey (CPS) conducted annually by the U.S. Census Bureau. The NCES high school completion rate allows DESE to monitor, for each state and for the nation, the percentage of 18-to-24-year-olds not currently enrolled in high school who have a high school diploma or a GED certificate. The NCES publishes the rate as a three-year average in its annual report "Dropout Rates in the United States." According to the 2001 edition, the high school completion rate for the nation increased by only 3 percentage points during the past three decades, hovering around 85 to 86 percent since 1985. Comparatively, the school completion rate in Missouri increased by 2.3 percent during the past decade, compared to a national increase of just 0.8 percent. The data show that 90.4 percent of Missourians ages 18 to 24 completed high school on average for 1999-2001. Missouri ranked 13th among states on this measure. Completion rates for the same period for neighboring states show Iowa at 92.4 percent, Illinois at 88.4 percent, Arkansas at 86.7 percent and Kansas at 88.2 percent. The rate for the nation as a whole was 86.3 percent.

KEY OBJECTIVE 1
Decrease the state's annual dropout rate to 3 percent by 2011

What's the trend?

The state's dropout rate in 2008 was 4.2 percent. The rate for minority students increased in 2008 to 8.7 percent, up from 6.7 percent in 2007.

Breakout data show a larger decrease in the dropout rate for minority students between 1999 and 2004 than for non-minority students. The overall dropout rate has increased from a low of 3.3 percent in 2003 to 4.2 percent in 2008.

The number and percentage of school districts with a 4-percent or higher dropout rate had been decreasing from 270 districts (60 percent) in 1995 to a low of 83 districts (18 percent) in 2004. In 2008, 104 districts (23 percent) had a dropout rate in excess of 4 percent.

Statewide dropout rate
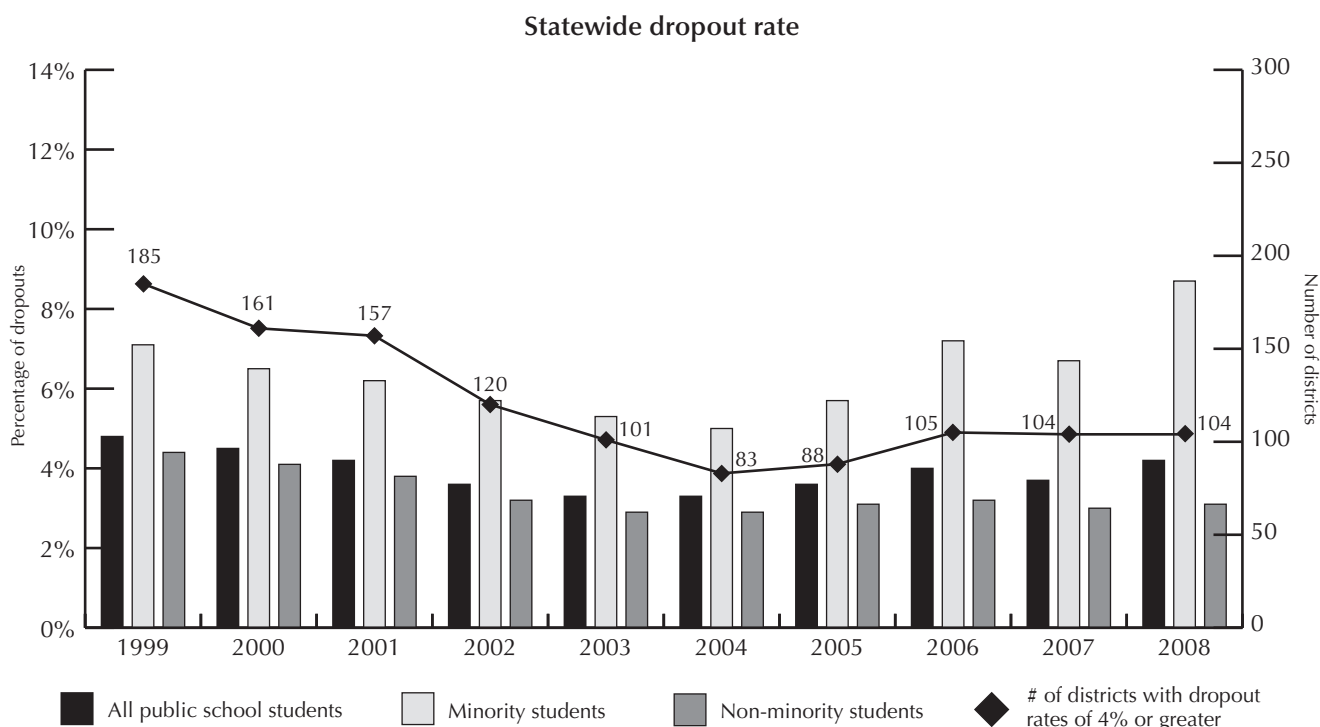
Source: School Core Data (public school data only), October 2008

About the measure: In the statistics above, non-minority students are "white, non-Hispanic" and minority students are "black" and "Hispanic." The dropout rate equals: (grade 9-12 dropouts divided by grade 9-12 average enrollment) multiplied by 100. Average enrollment equals: September enrollment plus transfers-in minus transfers-out, minus dropouts added to the total September enrollment, and then divided by 2. The data reflect revisions for multiple years made through October 2008. Data for 2008 was based on use of the MOSIS individual student record system.

Why is this objective important?

The 2008 Alliance for Excellent Education state card snapshot for Missouri reported:

- Approximately 19,300 students did not graduate from Missouri's high schools in 2007; the lost lifetime earnings in Missouri for that class of dropouts alone are more than $5 billion.

- Missouri would save more than $245.1 million in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.

- Missouri's economy would see a combination of crime-related savings and additional revenue of about $147 million each year if the male high school graduation rate increased just 5 percent.

How does Missouri compare to other states and the nation on this measure?

Because states vary in their definitions of dropouts as well as in their methodologies for data collection, gathering comparable dropout rates is difficult. However, the NCES has developed a standard definition and standard data-collection procedures currently followed by 48 states. Based on this methodology, Missouri had a 2005-2006 dropout rate of 4.1 percent. Neighboring states adhering to this standard for the same period included Iowa with a dropout rate of 2.2 percent, Illinois with 3.9 percent, Arkansas with 3.1 percent, Kansas with 2.4 percent, Kentucky with 3.3 percent, Nebraska with 2.8 percent, Oklahoma with 3.5 percent and Tennessee with 2.8 percent. (The NCES will not compute a national rate until all states can be included in the calculation.)

Comparative state-to-state data on the gap between minority and non-minority dropout rates are beginning to be made available. Currently, 44 states are able to report data by race and ethnicity. According to the NCES, Missouri has a white, non-Hispanic dropout rate of 3.3 percent compared to a reporting-states average of 2.7 percent. The black, non-Hispanic rate is 7.9 percent compared to a reporting-states average of 6.1 percent; and the Hispanic rate is 6.3 percent compared to the reporting-states average of 6.0 percent. Over the past quarter century, dropout rates for minority groups are higher than rates for non-minority students.

What factors influence this measure?

1. Programs that encourage students to complete school (A+ Schools, alternative schools and other programs for at-risk students) as well as a school-accreditation program that holds districts accountable for increasing school-completion rates

2. The strength of the economy, which affects job opportunities — a strong economy generally results in labor shortages, placing pressure on employers to meet staffing needs and possibly resulting in less emphasis on high school credentials

3. Student mobility — according to the KIDS COUNT in Missouri 2003 data, "Children who move four or more times during their childhood are more likely to drop out than children who remain in the same school."

4. Other social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates

5. Local school district programs funded through the Foundation Formula that address the needs of at-risk students

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- provide in-service and professional-development programs that enable educators to better understand and adapt to individual learning styles and instructional needs. Emphasis will be placed on programs specifically geared toward the learning styles and cultures of racial- and ethnic-minority students.

- increase the availability and use of technology in Missouri school districts to help teachers meet a wide variety of student needs and learning styles, which will encourage students to stay in school.

Performance and accountability

DESE will:

- evaluate districts' efforts, through the Missouri School Improvement Program (MSIP), to reduce the dropout rate, which is the catalyst for a variety of improvements in Missouri school districts.

- monitor dropout rates, levels of parental involvement, at-risk student identification procedures and professional development to help school staff implement dropout prevention and intervention strategies.

- improve the process districts use to report dropout data, which includes procedures for disaggregating data for racial- and ethnic-minority groups.

- utilize MSIP process standards to improve data collection and data quality at local school districts.

- bring about changes in teaching practices through Missouri's standards-based reform efforts, the Show-Me Standards and the Missouri Assessment Program (MAP), that benefit all students.

Funding

DESE will:

- target resources at school districts with high concentrations of racial- and ethnic-minority students to assist the districts in decreasing the dropout rate using strategies recommended in the 1997 DESE report "Raising the Bar – Closing the Gap."

Best practices and technical assistance

DESE will:

- work with school districts to fully implement the Missouri Comprehensive Guidance Program.

- work with school districts in developing successful parental involvement programs.

- promote High Schools That Work (HSTW) as a whole-school, research- and assessment-based reform effort for grades 9 through 12.

- promote programs such as the Missouri Option Program and A+ Schools, which encourage students to stay in school and obtain their high school diplomas.

- refer dropouts reported to the State Literacy Hotline to the nearest Adult Education and Literacy (AEL) program for GED attainment.

- promote successful reading programs.

- assist districts in longitudinally analyzing student performance by using the Missouri Student Information System (MOSIS).

- utilize MSIP process standards to improve data collection and data quality at local school districts.

Communication

DESE will:

- develop online resources to improve communication with citizens, members of the education community and policy-makers about statewide school-improvement initiatives and efforts to reduce the dropout rate.

- promote use of the Missouri Career Information Management System in order to establish a focus on school retention and careers for students.

Collaboration

DESE will:

- increase interagency collaboration and cooperation at the state and local levels regarding youth services affecting school retention and GED attainment, as well as career-success strategies found in the 1998 Workforce Investment Act (WIA).

- offer services to high-school-age youth with disabilities through the Missouri Vocational Rehabilitation Transition from School to Work program. Services are available in 361 of the 449 high schools in Missouri.

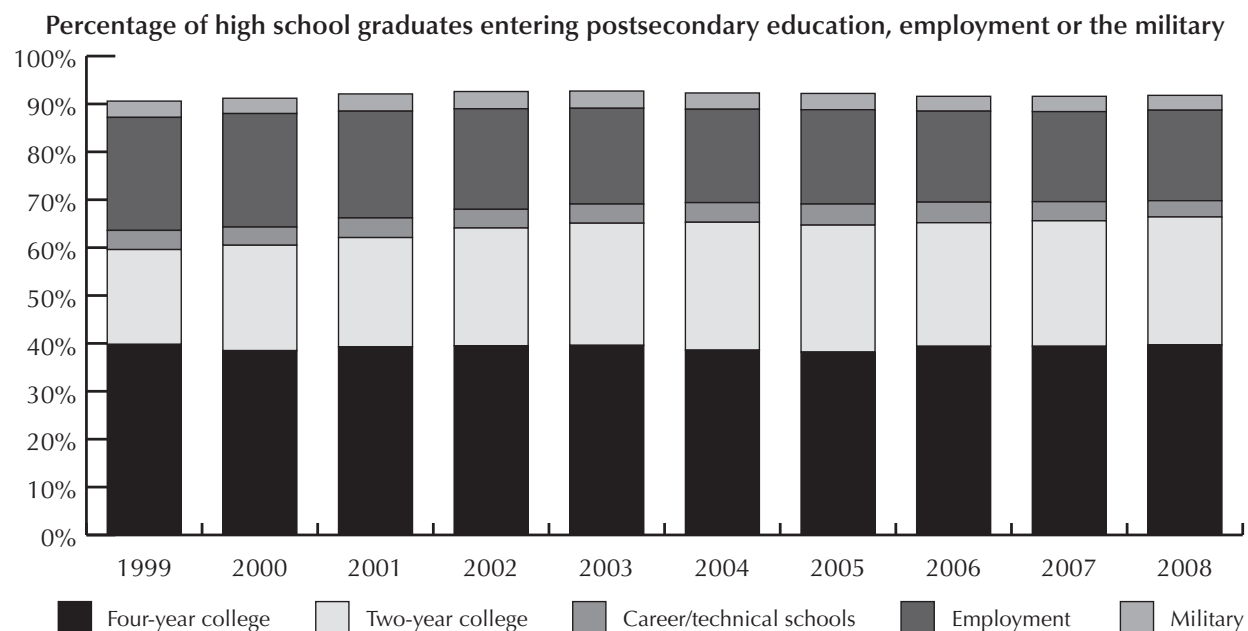- facilitate community and cultural support systems such as partnerships between schools and businesses.

KEY OBJECTIVE 2

Increase to 96 percent by 2011 the number of high school graduates entering postsecondary education, employment or the military

What's the trend?

During the past 11 years, Missouri high school graduate analysis has shown relatively stable levels of graduates entering the military directly after high school. Employment has decreased from 24.5 percent in 1996 to 18.9 percent in 2008. Gains have been realized in the number of high school graduates entering postsecondary education, particularly in the percentage of graduates entering two-year institutions. That number grew from 17.1 percent in 1996 to 26.7 percent in 2008. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition and fees to attend Missouri public community colleges or area career centers.

Percentage of high school graduates entering postsecondary education, employment or the military

Legend: Four-year college · Two-year college · Career/technical schools · Employment · Military

Graduate follow-up data

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
4-year college	39.8%	38.5%	39.3%	39.5%	39.6%	38.6%	38.2%	39.4%	39.4%	39.7%
2-year college	19.8%	22.0%	22.8%	24.6%	25.5%	26.7%	26.5%	25.8%	26.2%	26.7%
Career/Technical Schools	4.0%	3.8%	4.1%	3.9%	4.0%	4.1%	4.4%	4.3%	4.0%	3.4%
Employment	23.6%	23.7%	22.3%	21.0%	20.0%	19.5%	19.7%	19.0%	18.8%	18.9%
Military	3.4%	3.2%	3.6%	3.6%	3.6%	3.4%	3.4%	3.1%	3.2%	3.1%
Total	90.6%	91.2%	92.1%	92.6%	92.7%	92.3%	92.2%	91.6%	91.6%	91.8%

Minority/Non-minority follow-up gap
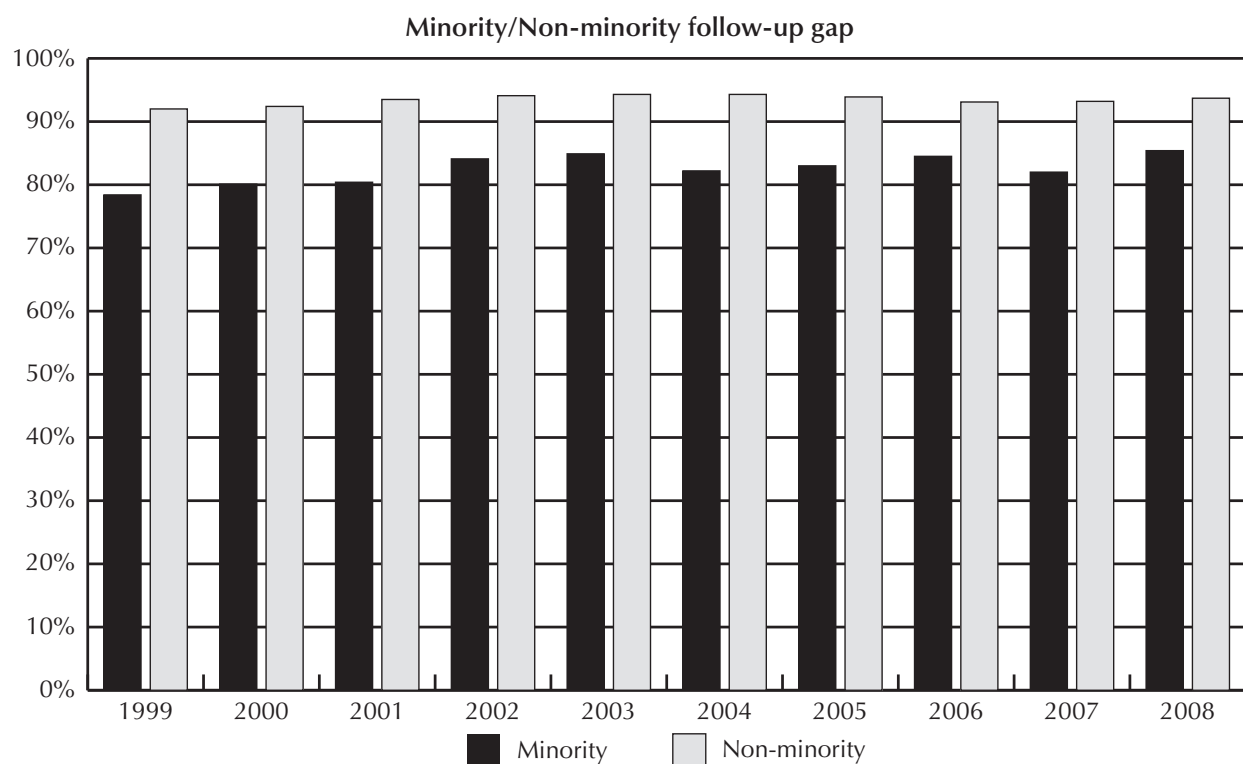
Source: *School Core Data, October 2008*

About the measure: In the above statistics, non-minority students are "white, non-Hispanic" and minority students are "black" and "Hispanic." Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities, as well as students who entered other postsecondary programs. Graduate follow-up information is reported in February of the year after graduation. In this chart, the data are presented according to graduating class.

Why is this objective important?

The future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment and entry into postsecondary education are all indicators that high school students have positioned themselves to attain skills and knowledge through hands-on or formal settings.

How does Missouri compare to other states and the nation on this measure?

DESE is seeking data from other states to determine how Missouri compares on this measure.

What factors influence this measure?

1. Skill sets obtained during high school that might not provide employability for available jobs or entry into postsecondary institutions

2. Geographic and financial accessibility could pose barriers to entering postsecondary education

3. Programs that encourage students to complete high school (A+ Schools, Missouri Option, alternative schools and other programs for at-risk students), as well as a school-accreditation program that holds districts accountable for increasing school-completion rates

4. The strength of the economy, which affects job opportunities – a strong economy generally results in labor shortages, placing pressure on employers to meet staffing needs and possibly resulting in less emphasis on high school credentials

5. Social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates

6. Changes in high school graduation requirements

KEY STRATEGIES AND ACTIONS

Best practices and technical assistance

DESE will:

- support and expand initiatives that integrate academic and career education to prepare students for employment, military service or postsecondary education.

- support the use of existing and new technologies to facilitate service delivery for youths and adults, including those with disabilities.

- establish cooperative agreements linking education, career preparation and transition to employment services.

- improve the process that districts use to report graduate follow-up data by developing templates and a standard methodology for collecting the data.

- identify districts of concern and utilize Success Teams to assist districts and evaluate progress.

- promote the implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.

- promote HSTW as a whole-school, research- and assessment-based reform effort for grades 9 through 12.

- encourage career education and occupational technical training that lead to postsecondary education and/or employment.

- provide both funding and incentives for school districts to continually improve performance in career education using standards for secondary career education under the Carl D. Perkins Career and Technical Education Act of 2006.

- encourage participation in A+ Schools, in which students can earn the opportunity to pursue a two-year degree with paid tuition and fees at Missouri public community colleges or career/technical schools.

- assist districts in longitudinally analyzing student performance by using the student information system.

- utilize MSIP process standards to improve data collection and data quality at local school districts.

- promote the use of dual credit, Advanced Placement and International Baccalaureate programs.

- promote the development and use of articulation agreements between secondary and postsecondary schools.

- increase the number of statewide articulation agreements.

Performance and accountability

DESE will:

- encourage districts to strive to meet accreditation standards, which include: "The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing."

- utilize the MOSIS centralized data-collection system to improve the reliability of required dropout reports.

Collaboration

DESE will:

- collaborate with other state agencies, businesses and industries to establish a comprehensive system of workforce education and preparation.

- follow A+ Schools program graduates through two years of postsecondary education, with the cooperation of the Coordinating Board for Higher Education, to determine the percentage successfully completing a postsecondary program.

- support initiatives for youths with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, postsecondary options through transition planning and linkages with the business community.

- coordinate and provide electronic links to Missouri Career Centers.

- increase interagency collaboration and cooperation with the Workforce Investment Act at the state and local levels in order to impact career-success strategies and services for youth.

- offer services to high-school-age youth with disabilities through the Missouri Vocational Rehabilitation Transition from School to Work program.

Key programs for Outcome III

Program name	Objective	
	1	2
A+ Schools	•	•
Alternative education centers, located at area career centers	•	•
Alternative schools, supported by the Safe Schools program	•	•
Carl D. Perkins Career and Technical Education Improvement Act of 2006		•
Charter schools that serve at-risk students	•	•
Foundation Formula	•	•
High Schools That Work	•	•
Migrant Education and English Language Learning (MELL) program	•	•
Missouri Career Information Management System	•	•
Missouri Comprehensive Guidance Program	•	•
Missouri Option program	•	•
Missouri School Improvement Program (MSIP)	•	•
Missouri Student Information System (MOSIS)	•	•
Missouri Virtual Instruction Program (MoVIP)	•	•
Practical Parenting Partnerships (PPP)	•	•
Reading First grants	•	•
School and business/community partnerships	•	
Special education programs and services	•	•
Statewide articulation agreements	•	•
Title I program	•	•
Transition from School to Work	•	•
Workforce Investment Act	•	•

For more information

Resources	Objective	
	1	2
http://dese.mo.gov/divcareered/	●	●
http://vr.dese.mo.gov	●	●
http://dese.mo.gov/schooldata	●	●
http://www.acenet.edu/clll/index.cfm	●	●
http://dese.mo.gov/divimprove/coredata/index.html	●	●
http://missouricareereducation.org	●	●
http://nces.ed.gov/	●	●
http://ed.gov/about/offices/list/ovae/index.html	●	●
http://www.sreb.org/programs/hstw/hstwindex.asp	●	●

IV. KEY OUTCOME

Improved performance of career-preparation, employment, workforce-advancement and independent living programs

What's the trend?

FY2000 was the first year federal performance standards were in place for the Carl D. Perkins Vocational and Technical Education Act, the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. DESE's efforts are focused on continually improving the performance of these individual programs.

Fluctuations in national, state and local economies affect job placement and retention measures for all three programs. Placement efforts have shown incremental gains despite these challenges, although some adult-training opportunities have been reduced due to budget constraints since FY2002.

Coordination and collaboration among state-agency partners at the state and local levels help in increasing customer access to services and providing comprehensive support services where needed.

Why is this outcome important?

In 2006, Congress reauthorized the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Workforce Investment Act, which contains the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act, continues under current authorization. These laws hold states accountable for meeting certain performance standards in adult education, career education and vocational rehabilitation. Missouri must attain these standards in order to maintain current funding and qualify for financial incentives.

Failure to address these challenges would leave Missouri youth and adults without access to the quality education and support they need to achieve their career objectives and to contribute to our state's economic prosperity. Without a strong workforce, Missouri would not attract and keep businesses, industries or jobs. Without jobs, Missourians would be unable to support their families and develop their communities. Higher unemployment rates would bring a greater dependence on public assistance, more widespread poverty and increased crime rates.

Independent Living (IL) services help individuals with disabilities manage their own affairs, participate in day-to-day life in the community, fulfill a range of social roles, and make decisions leading to self-determination and minimizing or eliminating physical and psychological dependence on others.

Individuals with disabilities who are unable to work can live independently with the assistance of disability benefits. The Social Security Administration (SSA) manages two programs that provide benefits according to disability: Title II benefits are based on an individual's earnings record, and Title XVI benefits are determined by an individual's limited income and resources. The Missouri Disability Determination Services (DDS) section is responsible for making medical eligibility determinations using SSA regulations. Without such benefits, Missourians who have severe disabilities that prevent them from engaging in gainful employment would be unable to live independently, support their families or support the local and state economies.

Missouri's Sheltered Workshop program is supported by DESE, which provides a portion of the funding. This program is critical in providing meaningful, dignified work to more than 7,000 Missourians who otherwise would be unable to find employment in a competitive job environment. The primary source of income for the workshops is contract labor with businesses. Workers are paid a special commensurate wage based on prevailing wage rates in the community and the workers' ability to produce to an industry standard. In 2006, sheltered workshops generated $81,091,548 in contract sales, and the state provided $18,549,236 in assistance.

Output measures

	2006 (actual)	2007 (actual)	2008 (actual)	2009 (projected)	2010 (projected)	2011 (projected)	2012 (projected)
Total number of students in AEL classes	59,344	54,038	52,484	50,930	49,376	47,822	46,268
Number of Vocational Rehabilitation applicants and eligible people with physical and/or mental disabilities	31,167	34,966	31,500	32,000	32,250	32,250	32,500
Number of Social Security disability claims processed	74,799	68,371	74,900	78,000	78,000	78,000	78,000
Number receiving Independent Living services	16,197	18,890	19,200	19,584	19,975	20,375	20,782
Number of adult employees acquiring improved occupational skills through customized training	21,465[1]	21,465[1]	20,550[1]	20,000[1]	21,600[1]	21,650[1]	21,700[1]
Career education secondary enrollment	154,511	171,691	178,730	195,910	202,949	202,949	202,949
Career education postsecondary enrollment	44,523	60,957	59,630	55,667	54,486	54,625	54,803
Adult career education enrollment	64,405	73,479	67,785	67,227	67,241	67,718	67,847
Sheltered Workshop employee count	7,363[2]	7,350[2]	7,324[2]	7,400[2]	7,400[2]	7,400[2]	7,400[2]

Source: *Division of Career Education and Division of Vocational Rehabilitation, October 2008*

Note: *1: Assumes a static budget; 2: State budget appropriations and economic growth impact sheltered workshop employment. Improved economic conditions could increase employment; a significant waiting list for employment exists at sheltered workshops.; 3: Increase in enrollment due to inclusion of students enrolled in business education courses not previously counted.*

How does Missouri compare to other states and the nation on this measure?

Each state has negotiated unique performance levels for the Perkins Act and is held accountable for achieving those levels with an emphasis on continuous improvement. In addition, states are using a variety of testing and data-collection methods. This variety makes state-to-state and national comparisons impossible.

The Missouri Division of Vocational Rehabilitation (VR) closed FY2006 as one of the top three general vocational rehabilitation agencies in the nation in terms of success rate. Missouri's success rate of 70.2 percent exceeded the national average of 59.4 percent. Maryland's success rate was 69.3 percent, followed by Kentucky with 68.3 percent.

The IL program's standards and assurances are used in evaluating compliance indicators, including the provision of IL core services. Each year, VR must submit a compliance report to the Rehabilitation Services Administration, part of the federal Office of Special Education and Rehabilitative Services, in order to document how the standards are being met. It is difficult to compare service data among states due to the flexibility allowed for states to meet individual assurance categories and the option for states to provide these services directly or by contract or grant. VR ensures statewide access to IL services through a network of 22 Centers for Independent Living (CILs). During 2008, Missouri ranked fourth in the nation for the number of centers providing local, community-based services.

Missouri DDS is recognized by SSA as a leader in the development, testing and production of the Modernized Integrated Disability Adjudication System (MIDAS) used by Missouri, several other DDSs and SSA's Program Service Centers as their case processing system. All DDS employees are certified to work initial claims and reconsideration cases electronically. As a result, processing time has decreased. This creates a faster turnaround on case decisions while improving accuracy at the same time.

Since initial claims and reconsideration cases are processed electronically, SSA has developed a new process to handle Continuing Disability Reviews (CDRs) in the electronic environment. This process is called eCDR. In 2007, Missouri DDS was the first state in the nation to test and refine both the system and business processes. Missouri DDS has been instrumental in providing user insights to identify the efficiencies needed to process eCDRs.

During 2007, Missouri's net accuracy rate was 98.2 percent. In the Kansas City Region states of Iowa, Kansas, Nebraska and Missouri, the rate was 97.5 percent while the national rate was 96.6 percent. Missouri's processing time was 61.4 days for Title II claims and 60.5 days for Title XVI claims. The Kansas City Region's processing time was 67.3 and 67.1 days respectively, and the national processing time was 84.2 and 84.7 days respectively.

KEY OBJECTIVE 1

Meet or exceed the aggregate federal AEL performance
standards by 5 percent or more each year

The U.S. Department of Education establishes performance standards for adult education and literacy based primarily on academic gain, employment, employment retention and postsecondary education. The requirements for these measures are set out in the National Reporting System.

State Adult Education and Literacy (AEL) aggregate performance in comparison to the federal target
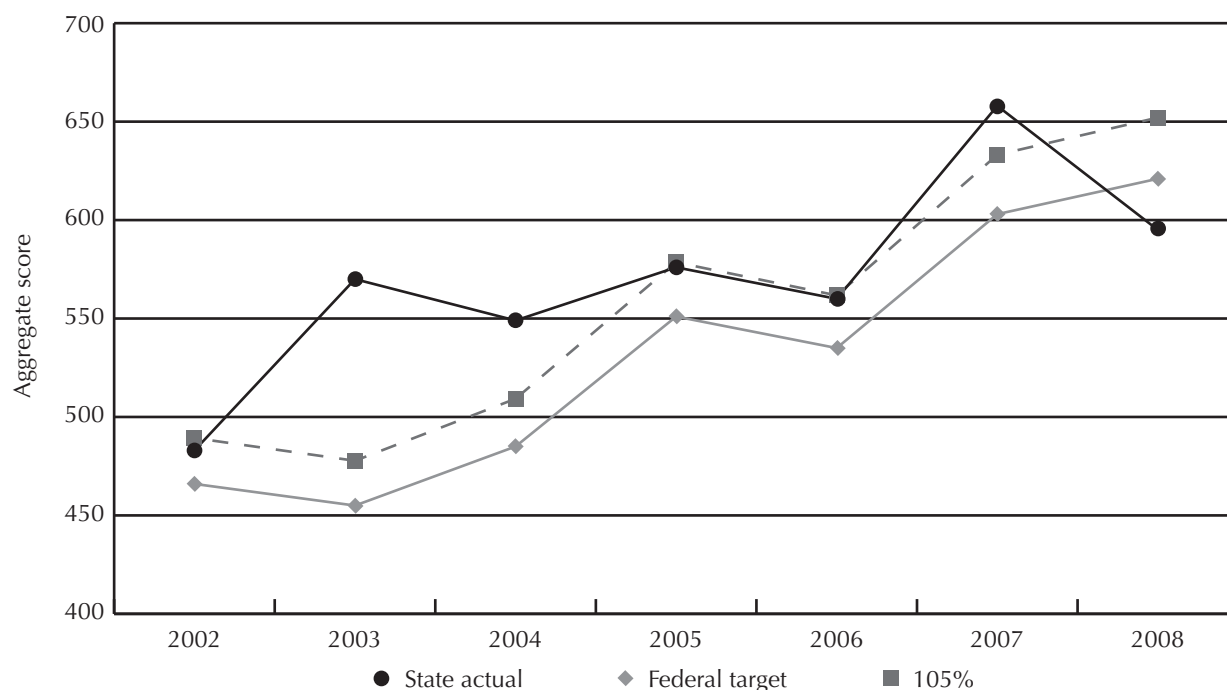
Source: Division of Career Education, Adult Education and Literacy section

About the measure: There are five adult basic education levels; five English as a Second Language levels (effective with FY2006); and an entered employment level, retained employment level, entered postsecondary education level and obtained a GED performance level that are all measured to determine the overall performance of the AEL program. These measures use data on students who participate in the AEL program for 12 hours or more. Academic gain is measured as follows: adult students entering the program are assessed using standardized tests in up to three subject areas – reading, math and/or language. The program-analysis system places the lowest pretest score in one of the functional-performance levels. Analysis of parallel student post-tests again places students in one of the functional-performance levels. When the post-test analysis falls into a higher functional-performance level, a participant has achieved academic gain. Employment and postsecondary information is obtained through a contract with the University of Missouri-Columbia, and GED information is obtained through DESE's GED program office. Local AEL programs submit student data on a quarterly basis. The data are then analyzed by state AEL staff.

Why is this objective important?

A participant's goals of achieving academic gain, employment, employment retention and postsecondary education are all central to the individual's self-sufficiency and economic prosperity. Likewise, such individual achievements contribute to the state's economic prosperity. The success of participants in meeting their goals is enhanced as they become role models for other adults and children. By meeting these goals, the state's AEL program will meet performance standards negotiated with the U.S. Department of Education.

Failure to address this objective would impact the ability of the program to meet its federal performance measures. This could limit opportunities for individuals to increase their academic and earning potential.

How does Missouri compare to other states and the nation on this measure?

Consistent and reliable data from other states are not available at this time.

What factors influence this measure?

1. Use of effective assessment tools and communication skills with participants to properly identify their goals

2. Retaining students in adult education and literacy activities

3. The local economy, which affects areas such as employment and the retention of employment

4. An appropriate environment for all students and conveniently located classes

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KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- support staff training.

- emphasize the need to assist AEL customers in goal development while considering their roles as family members, community participants, workers and lifelong learners.

- place additional emphasis on incorporating English as a Second Language (ESL) instructional techniques into the beginning-teachers workshop and on increasing the number of ESL workshops available to teachers.

- support the use of appropriate technology in meeting a variety of learning styles and student needs (e.g., providing AEL services through distance-learning service providers).

- support the use of non-threatening learning environments (schools or career centers for on-site learning; homes, workplaces or libraries for online learning) for students to develop the skills to use English accurately and appropriately.

Best practices

DESE will:

- promote the open-entry/open-exit delivery of services and the number of full-service and satellite locations to aid in customers' access to and retention in services.

- promote the use of standardized tests and provide professional-development opportunities that allow teachers to monitor progress and follow up on learner advancement.

- provide additional resources and support to second-language acquisition and integration with relevant life experiences by emphasizing the development of critical thinking, problem-solving and other culturally specific skills that are necessary for self-sufficiency.
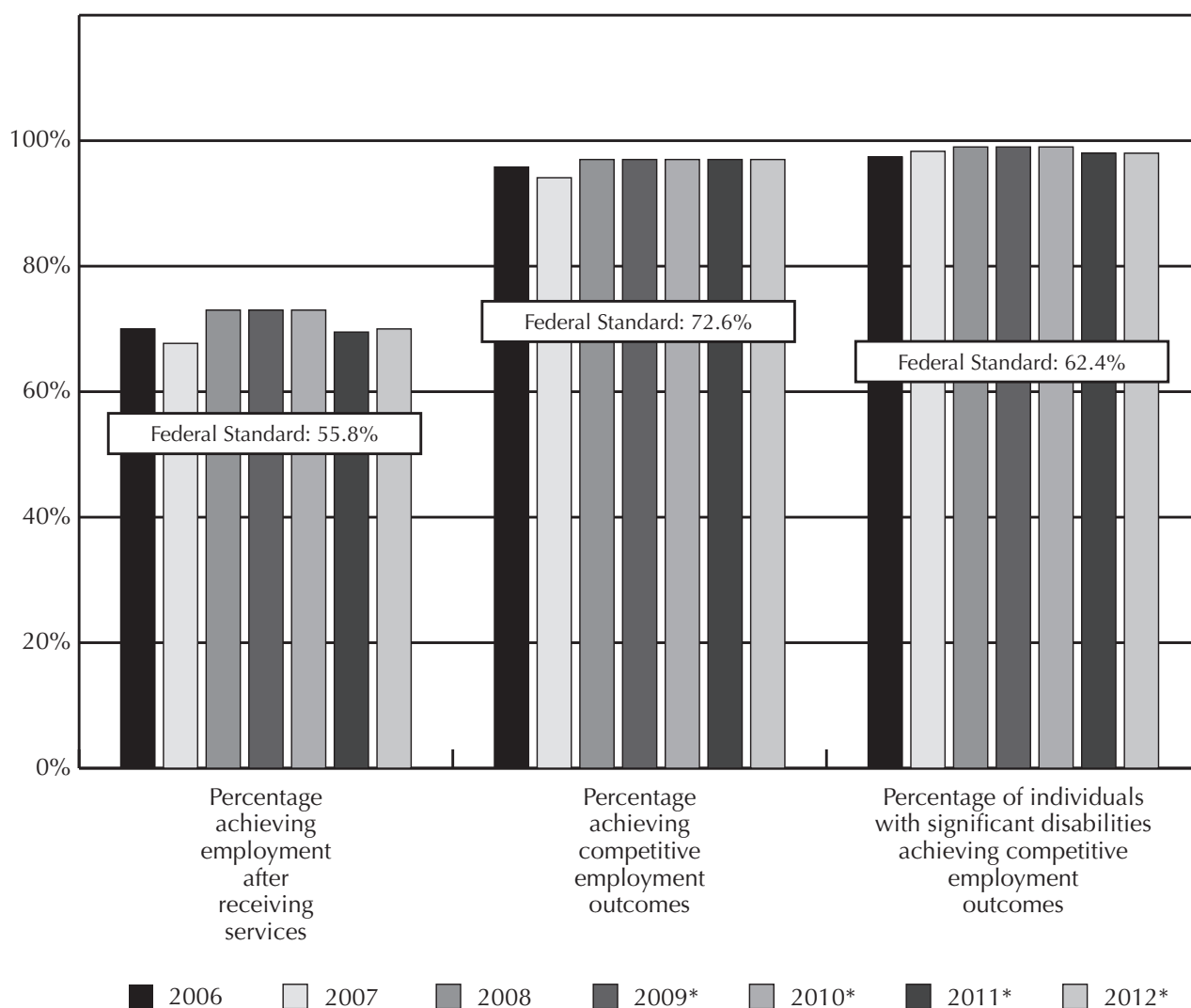
KEY OBJECTIVE 2

Obtain and maintain the percentage of
Vocational Rehabilitation clients who achieve
an employment outcome after receiving services at
70 percent through FY2012
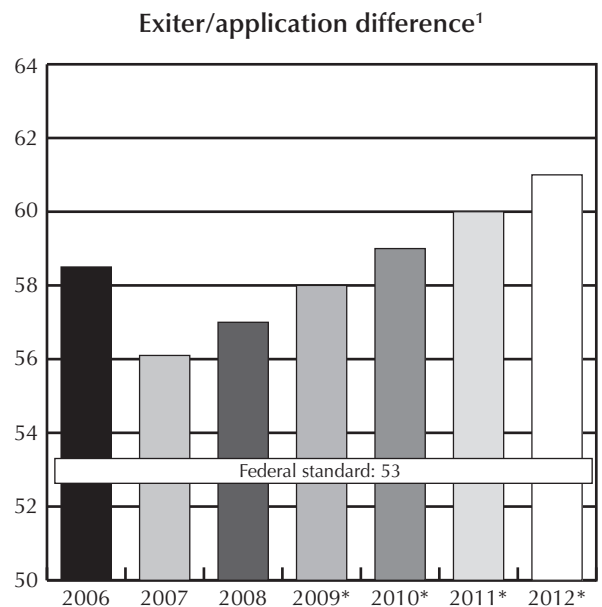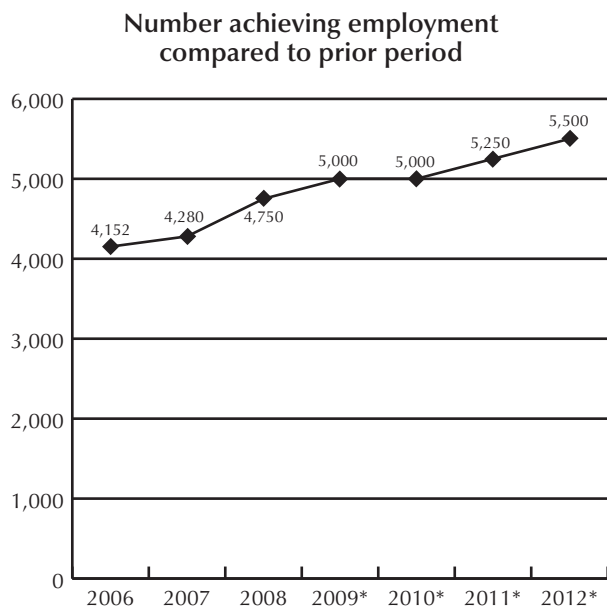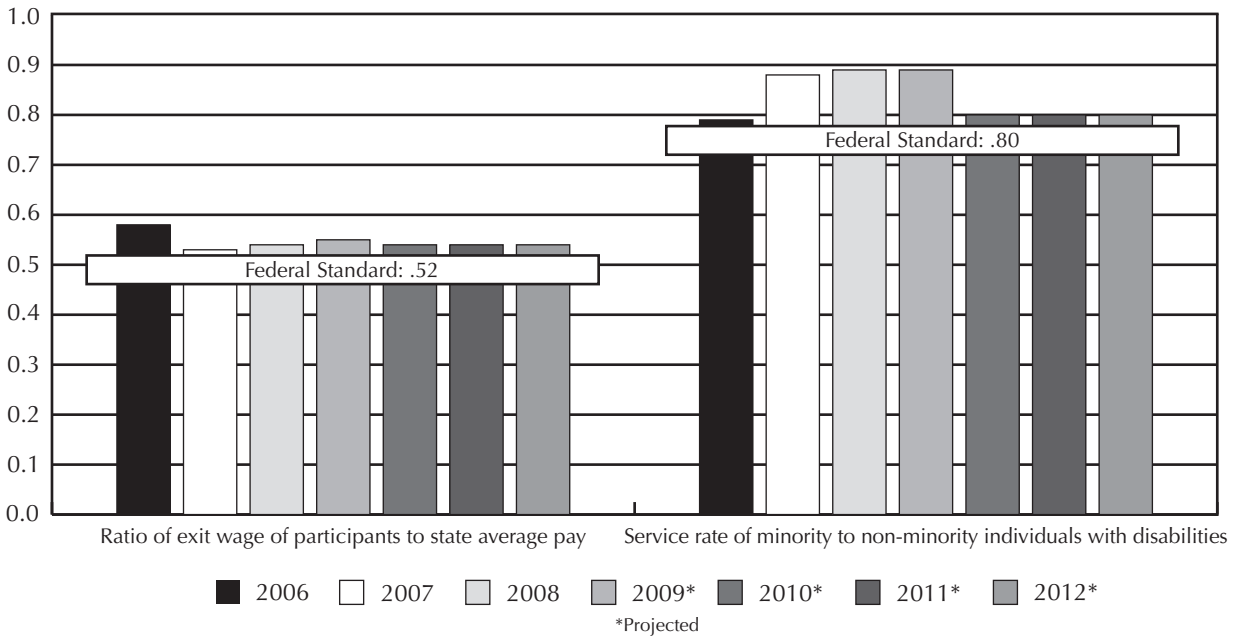
What's the trend?

On Oct. 1, 2003, VR implemented a waiting list (order of selection) with three priority categories due to insufficient funds to serve all eligible consumers. Eligible consumers with the most significant disabilities are required by law to receive services first (Category 1). Eligible consumers who have less significant disabilities are placed on a waiting list for services (Categories 2 and 3). This action has affected the total number of employment outcomes, the success rate, the number of referrals to VR and the number of consumers served.

Performance measures for Vocational Rehabilitation

Federal Standard: 72.6%

Federal Standard: 62.4%

Federal Standard: 55.8%

Percentage
achieving
employment
after
receiving
services

Percentage
achieving
competitive
employment
outcomes

Percentage of individuals
with significant disabilities
achieving competitive
employment
outcomes

| 2006 | 2007 | 2008 | 2009* | 2010* | 2011* | 2012* |

*Projected

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Performance measures for Vocational Rehabilitation (continued)

Federal Standard: .52

Federal Standard: .80

Ratio of exit wage of participants to state average pay — Service rate of minority to non-minority individuals with disabilities

2006　2007　2008　2009*　2010*　2011*　2012*

*Projected

Number achieving employment compared to prior period

4,152　4,280　4,750　5,000　5,000　5,250　5,500

2006　2007　2008　2009*　2010*　2011*　2012*

Projected

Exiter/application difference[1]

Federal standard: 53

2006　2007　2008　2009*　2010*　2011*　2012*

Note: 1: This is the difference, reported as a number, in the percentage of VR exiters in competitive employment reporting income as their primary source of support versus the percentage of those at application who reported income as their primary source of support.

Projected

Why is this objective important?

Reaching competitive and integrated employment outcomes is a primary goal for the state's VR program. When individuals obtain competitive employment, research shows that dependence on public assistance is reduced or eliminated, which saves state and federal resources. In addition, these individuals pay taxes and are provided with skills and knowledge to support themselves and their families. A failure to address this objective would impact the state's ability to meet the program's federal performance measures.

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How does Missouri compare to other states and the nation on this measure?

In FY2006, the state's VR program ended the year with a success rate of 70.2 percent, exceeding the national average of 59.4 percent. Missouri ranked in the top three among general vocational rehabilitation agencies in terms of success rate along with Maryland (69.3 percent) and Kentucky (68.3 percent).

What factors influence this measure?

1. Institution of waiting lists (order of selection)

2. Availability of jobs in the community

3. Availability of support services such as guidance and counseling, child care, and transportation

4. Access to integrated community-based supported employment services

5. Access to training and educational resources

6. Availability of assistive technology services

7. Collaboration with Missouri Career Center partner organizations, mental health providers and other related agencies

8. Availability of qualified rehabilitation professionals to serve individuals with disabilities in every Missouri county

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KEY STRATEGIES AND ACTIONS

DESE will:

- provide training through a federal in-service grant for the continuous development of staff.

- collaborate with other state agencies, service providers and client-advocacy groups to give clients enough information to make informed choices regarding quality services and employment opportunities.

- increase the number of secondary schools participating in the Transition from School to Work program and the number of students receiving transition services.

- increase the number of secondary schools and CRPs participating in community-based transition assessment services.

- work with CILs in providing employment-support services and information on independent living issues.

- expand community-based services through VR's service providers, including services for individuals with autism spectrum disorders.

- use division strategic-planning teams to improve services to underserved populations, improve client satisfaction, develop client-retention plans in target areas of the state, recommend best case practices and increase competitive employment outcomes.

- use the Missouri Rehabilitative Information System (MoRIS), a computer-based case-management system, to increase time spent with clients in obtaining successful employment outcomes and to monitor case quality.

- provide training to educate counselors on how to decrease diagnostic costs and application time by accepting the receipt of Social Security disability benefits as the basis for VR eligibility.

KEY OBJECTIVE 3

Maintain a decision accuracy rate of 97 percent or better and a turnaround time of 85 days or less in processing Social Security disability claims

What's the trend?

While the number of filed Social Security disability claims has decreased, staff turnover has outpaced this reduction. For a number of years, Missouri has been impacted by SSA's hiring limits that result in the inability to replace vacant positions. Missouri DDS personnel has decreased from 454 in 2002 to 322 in 2007.

In 2007, Missouri DDS hired 21 employees but lost 31. A reduction in the numbers of experienced examiner (counselor) staff who handle various workloads has occurred. Large training classes require resources that could otherwise be devoted to claims. Despite continuing attrition rates, Missouri has maintained a very low processing time and a high net-accuracy rate.

SSA remains committed to providing quality customer service and will focus future efforts on improving its disability programs. In keeping with SSA's mission, Missouri has undertaken two new initiatives to decrease the amount of time consumers must wait for an accurate disability determination. At the close of 2007, Missouri DDS implemented SSA's Quick Disability Determination (QDD) process. Claims with a high likelihood of quick allowance are identified as QDD cases. Missouri's average processing time for QDD cases is under eight days. In addition, Missouri DDS is assisting the Office of Disability Adjudication and Review in working the backlog of cases that have been denied benefits and are at the appeals level. At the beginning of FY2007, there were more than 54,000 hearings pending over 1,000 days; these consumers were still awaiting a final decision on their disability claims. To reduce this backlog, Missouri DDS began working on 350 of the backlogged cases. In 2008, Missouri will process more than 1,700 informal remands to assist with the hearings backlog.

Disability claim processing standards

	2006 (actual)	2007 (actual)	2008 (actual)	2009 (projected)	2010 (projected)	2011 (projected)	2012 (projected)
Accuracy rate	97%	98.2%	97%	97%	97%	97%	97%
Processing time TII/TXVI	71.4/69.6 days	61.4/60.5 days	85 days	85 days	85 days	85 days	85 days
Claims processed	74,799	68,371	74,900	78,000	78,000	78,000	78,000

Source: *Division of Vocational Rehabilitation, Disability Determination Services section, April 2008*

About the measure: In January 2005, Missouri began rolling out an electronic folder process called Document Management Architecture (DMA). The SSA's goal was to eliminate the handling of paper folders on initial claims through the DMA process by Nov. 2, 2005. This changed the business process for Missouri DDS. For each document of paper, case action or transaction, an electronic action had to take place. To be certified, the electronic case folder had to exactly duplicate the paper folder.

Why is this objective important?

SSA estimates that approximately 74,000 disability determination claims will be processed in FY2008 by Missouri DDS. Adequate funding and staffing help ensure that quality, accurate and timely decisions are made. If adequate funds are not granted, the recruitment and retention of quality staff would be adversely affected, resulting in decreased services to people with disabilities who might qualify for assistance.

How does Missouri compare to other states and the nation on this measure?

Missouri DDS has continuously ranked high at the national level in many claims adjudicative areas. In FY2007, Missouri's processing time ranked second in the nation. Processing time was better than the national average by 22 days on Title II claims and 24 days on Title XVI claims. Productivity as measured by production per work year (PPWY) increased from 244.7 in FY2006 to 246 in FY2007. Missouri's Consultative Exam (CE) rate of 24.7 percent compares favorably to the national rate of 41.4 percent. Missouri's CE cost per case cleared was $116.88, also below the national average of $187.75 and the regional average of $153.36.

What factors influence this measure?

1. The type and level of claims received influence processing time and PPWY. Initial Title II/ Title IX or concurrent claims, Continuing Disability Review (CDR) claims, and hearings all factor into the processing of Social Security disability claims.

2. The availability of current medical evidence, the need to purchase additional medical evidence, timely responses from the medical community and changes in policy.

3. The initial claims workload (60,692), which made up about 85.4 percent of Missouri's total receipts (71,044) for FY2007, was heavier than the previous year. A larger percentage of initial claims is more expensive, difficult and time consuming to work. The DDS workload also includes reconsiderations, requests from the Office of Hearings and Appeals, CDRs, pre-hearings and Disability Hearing Unit claims.

4. Missouri DDS hired 21 examiners in FY2007, but this did not come close to replacing attrition.

5. Even though the initial workload decreased in FY2007, the reduction was not enough to keep pace with the turnover rate. Missouri has more than 100 fewer staff than it did in FY2002. All new counselors require, at a minimum, one year of experience to contribute to workload production.

KEY STRATEGIES AND ACTIONS

DESE will:
- deliver high-quality, citizen-centered service.

- protect the integrity of Social Security programs through superior stewardship.

- work to achieve sustainable solvency and to ensure that Social Security programs meet the needs of current and future generations.

- manage and align staff to support the goals of the agency.

- strive to make the right decisions as early as possible in the disability determination process.

- manage agency finances and link resources to performance outcomes.

- support reforms that ensure a more responsive disability program.

- recruit, develop and retain a high-performing workforce.

KEY OBJECTIVE 4

Meet or exceed federal performance standards each year for secondary and postsecondary career education

What's the trend?

Congress passed the Carl D. Perkins Career and Technical Education Act of 2006 in August 2006. While the bulk of the new law is similar to the 1998 Perkins Act, there are some significant changes in content and focus. Several themes are evident throughout – accountability for results and program improvement at all levels, increased coordination within the career and technical education system, stronger academic and technical integration, connections between secondary and postsecondary education, and links to business and industry.

DESE negotiates levels of performance with the U.S. Department of Education's Office of Vocational and Adult Education. Based on these negotiated levels and data submitted by local education agencies at the conclusion of the fiscal year, a percentage is calculated for each individual performance measure.

Missouri's Perkins Secondary Performance

	2006	**2007**	**2008**	**2009***	**2010***	**2011***
Carl Perkins Academic Performance: Communications Arts – Actual vs. Standard						
Career Education: Communications Arts – Actual	50.9	45.5	32.34	≥59.2	≥67.4	≥75.5
NCLB State Standard	34.7	42.9	51.0	≥59.2	≥67.4	≥75.5
Carl Perkins Academic Performance: Mathematics – Actual vs. Standard						
Career Education: Mathematics – Actual	46.9	46.5	39.87	≥54.1	≥63.3	≥72.5
NCLB State Standard	26.6	35.8	45.0	≥54.1	≥63.3	≥72.5
Carl Perkins Graduation Rate: Actual vs. Standard						
Career Education Graduation Rate – Actual	85.0		99.16	≥85.0	≥85.0	≥85.0
NCLB State Standard	≥85.0	≥85.0	≥85.0	≥85.0	≥85.0	≥85.0

*Projected

Source: *Division of Career Education, Administration and Accountability Services, December 2008 (postsecondary data not required until 2009)*

Why is this objective important?

The Division of Career Education is responsible for the administration of state-funded and federally funded career education programs, services and activities within the state. The career education delivery system for secondary, postsecondary and adult students consists of 440 comprehensive high school districts, 58 area career centers, one state technical college, 12 community colleges with 17 campuses, eight four-year institutions and two state agencies. In FY2007, 172,469 secondary and 42,679 postsecondary students participated in career education activities.

According to the Office of Vocational and Adult Education, federal and state policy-makers consider career education to be a critical component of larger educational and workforce-development systems.

One goal of the Perkins Act is to align career education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take today's knowledge-based workplace into consideration. Academic performance is recognized as an integral part of occupational skill attainment.

Meeting or exceeding the adjusted levels of performance has resulted in incentive dollars for Missouri. More importantly, accountability data will be used to report to Congress on how career education affects students and how the funds provided are assisting students to meet academic and career education skill-attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Because each state uses different methods of student assessment, state-to-state and national comparisons are not possible for Perkins performance data. Each state is measured against its own set of negotiated standards with an emphasis on continuous improvement.

What factors influence this measure?

1. Quality and appropriateness of data collected

2. Ability of districts to collect and analyze data in a timely manner

3. Follow-up on students

4. The cost of postsecondary education, which affects student participation and retention in postsecondary education

5. Fluctuations in the national, state and local economies that affect job placement and retention measures

6. The level of professional development of new teachers

7. Increases in high school graduation requirements

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- support the New Teacher Institute (NTI), a yearlong comprehensive professional-development program for new career education teachers. The primary purpose of NTI is to equip beginning career educators in developing the teaching and instructional-management skills needed to perform effectively in the classroom and laboratory.

- support the Career Education Mentoring Program, which assists new and returning career education teachers/counselors by pairing them with experienced mentors for guided activities throughout the school year.

- support the Missouri Center for Career Education, which provides quality curricula and research, targeted professional development, and innovative instructional resources that support the career and technical education system in Missouri.

- focus professional development on rigor and relevance.

Best practices and technical assistance

DESE will:

- provide technical assistance and in-service trainings to local education agencies through the Missouri School Improvement Program (MSIP) and Perkins technical-assistance reviews.

- support initiatives such as High Schools That Work and Project Lead the Way, which encourage Missouri students to link technical skills with academics and high achievement.

- support career and technical student organizations (CTSOs) that assist students in achieving academic success, skill attainment and leadership ability.

Performance and accountability

DESE will:

- develop centralized data collection and improve the reliability of required accountability reports by developing a state education student information system.

Funding

DESE will:

- support the Vocational-Technical Education Enhancement Grants for high-demand occupations; these grants assist school districts in improving program services, equipment and curriculum development.

- support the effective use of existing and new technologies to aid in service delivery for adults, including those with disabilities.

- support customized training, short-term training and basic-skills training in the workplace and at other locations in order to improve skills and productivity.

Implementation

DESE will:

- execute the approved state plan for career education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Collaboration

DESE will:

- work together with other state agencies to establish a comprehensive system of workforce preparation.

- establish cooperative agreements linking education, career preparation and transition to employment services for adults, including those with disabilities.

- develop statewide articulation agreements and dual-credit agreements among secondary and postsecondary schools to reduce the cost and time in training for students.

Communication

DESE will:

- implement a comprehensive communications plan designed to create a greater understanding of and increased interest in the opportunities and benefits of career education for Missouri students.

KEY OBJECTIVE 5

Increase the number of people with significant disabilities
who receive Independent Living services by 11 percent,
from 18,890 in FY2007 to 20,782 by FY2012

What's the trend?

VR administers the Independent Living (IL) grant program through a statewide network of 22 CILs.
The trend has been to increase the number of individuals with significant disabilities receiving IL
services each year. This has been accomplished by using outreach activities conducted through the
centers.

	2007 (actual)	**2008** (actual)	**2009** (projected)	**2010** (projected)	**2011** (projected)	**2012** (projected)
Number of people with significant disabilities who receive IL services	18,890	19,200	19,584	19,975	20,375	20,782

Source: Division of Vocational Rehabilitation, April 2008

About the measure: Data about the number of individuals receiving IL services are reported annually in the Federal
Independent Living Section 704 report.

Why is this objective important?

CILs provide a variety of services to consumers including, but not limited to, four core services:
information and referral, advocacy, peer counseling, and independent living skills training. Programs
and services provided by CILs result in:

- educating community leaders to promote equal access and to improve the quality of life for all
  community members.

- consumers accessing community resources to manage their own personal needs.

- consumers accessing and developing alternative community resources to lessen the monetary
  strain on state and local service agencies.

Skills training enhances the quality of life for people with disabilities and fosters inclusion
in community life. These services benefit participants by allowing them to live with greater
independence and to direct and be responsible for their own lives in a more cost-effective manner.

How does Missouri compare to other states and the nation on this measure?

According to data provided by Independent Living USA, Missouri was fourth among the 50 states in
2008 for the number of community-based centers providing local access to services. However, there
are no national reporting databases for comparing service standards for IL programs.

What factors influence this measure?

1. Availability of public transportation and accessible housing

2. Systemic barriers in federal and state Medicaid regulations

3. Budget constraints on state-funded programs impact program operations, outcomes and outputs

KEY STRATEGIES AND ACTIONS

DESE will:

- collaborate with the Missouri Departments of Social Services, Health and Senior Services, and Mental Health to provide meaningful choices and quality services to consumers, thus realizing the cost-effectiveness of resource sharing.

- develop and sustain partnerships at the state and local levels with consumer involvement to ensure that effective strategies are designed to improve support in the community and to sustain independence and inclusion.

- identify resources and develop initiatives that expand statewide IL services, enabling people with disabilities to live independently.

- work with CILs to promote self-advocacy, peer counseling, independent living skills training, and information and referral to facilitate independent living options for consumers in their communities.

Key programs for Outcome IV

Program name	Objective				
	1	2	3	4	5
A+ Schools				•	
Adult Community Enrollment System (ACES reporting system)	•				
Adult Education and Literacy	•				
Articulation agreements/dual-credit agreements				•	
Automotive Youth Education Systems (AYES)				•	
Career and technical student organizations (CTSOs)				•	
Career Education Mentoring Program				•	
Career Education Regional Resource Centers				•	
Centers for Independent Living (CILs)					•
CISCO academies and other nationally recognized computer-networking or repair certifications				•	
Community Rehabilitation Programs		•			
Computer-networking or repair certifications				•	
Disability Determination Services			•		
Extended employment/sheltered workshops		•			
Family Literacy	•				
Federal Ticket to Work Program		•			
Federal/state home- and community-based services					•
GED Online	•				
High Schools That Work (HSTW)				•	
Missouri AEL Professional Development Center	•				
Missouri Career Centers		•			
Missouri Connections				•	

Program name	Objective				
	1	2	3	4	5
Missouri School Improvement Program (MSIP)				•	
Missouri Student Information System (MOSIS)				•	
Missouri Virtual Instruction Program (MoVIP)				•	
New Teacher Institute (NTI)				•	
Project Lead the Way (PLTW)				•	
Prostart				•	
Sheltered workshops		•			
Social Security Administration Disability Determination Services			•		
Supported-employment programs		•			
Tech Prep				•	
Transition from School to Work program		•			
Vocational Rehabilitation		•			•
Vocational-Technical Education Enhancement Grants				•	

For more information

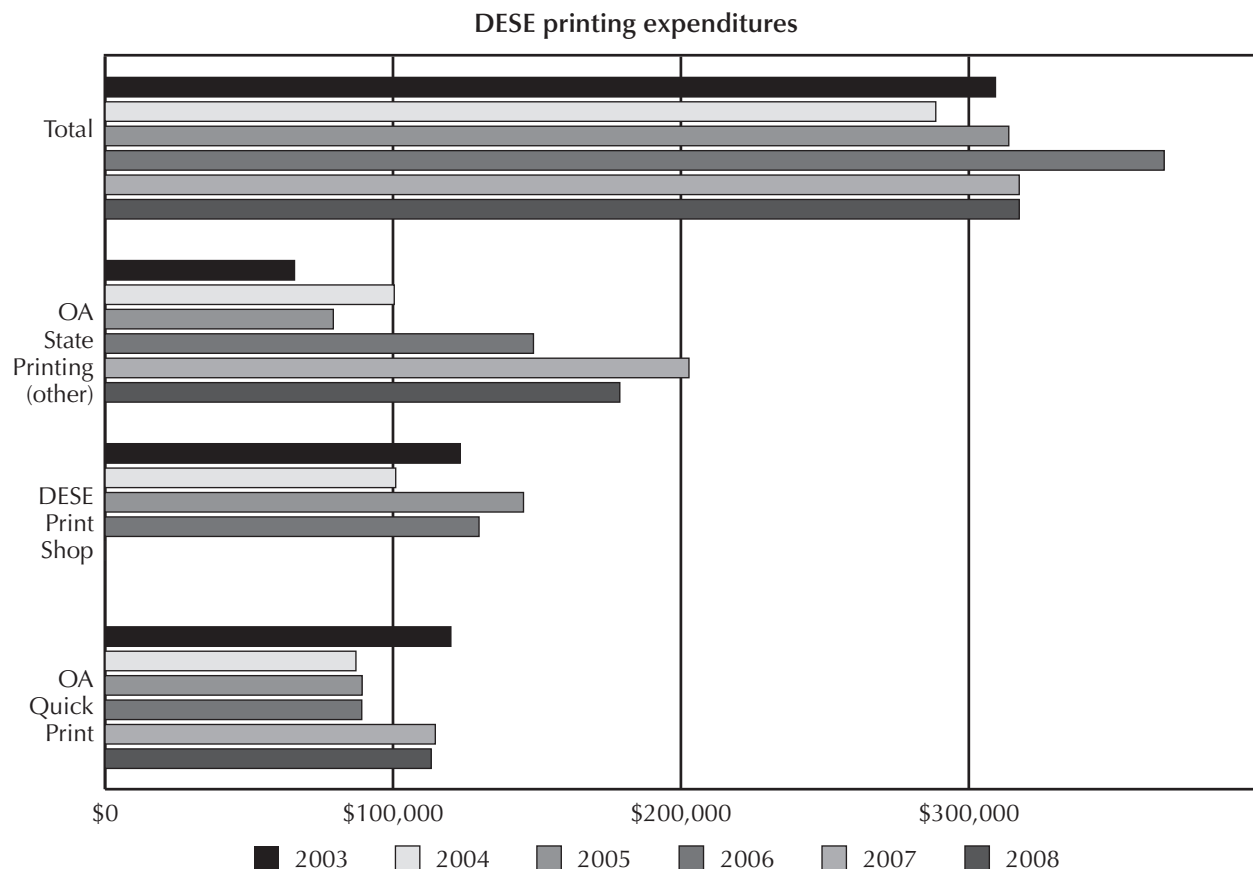| Resources	Objective				
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http://vr.dese.mo.gov		•	•		•
http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html	•			•	
http://dese.mo.gov/vr/07annualreport.pdf		•			
http://www.ssa.gov			•		
http://www.mcce.org				•	

V. KEY OUTCOME

Effective and efficient Department operations

KEY OBJECTIVE 1

Decrease printing costs while improving publication quality

What's the trend?

To determine if printing costs are decreasing, expenditures for the Department's print shop, as well as the Department's expenditures for Office of Administration (OA) Quick Print services and negatives from OA State Printing since 2000, have been tracked. The purchase of a computer-to-plate system at the DESE print shop in 2002 helped reduce both negative and OA Quick Print costs dramatically without significantly increasing the DESE print shop's costs. However, the DESE print shop was closed in July 2006, and printing that was previously done in-house now goes through OA State Printing.

DESE printing expenditures

Source: *Accounting and Procurement section*

Why is this objective important?

- Decreasing budgets and funding, as well as the loss of the DESE print shop, make it necessary to save on printing costs.

- More customers access the Web on a regular basis and view an increasing number of publications online.

- Publication quality varies across the Department. Not all divisions submit their publications to the Publications and Printing section. Improvements consistent with high-quality publications are needed.

KEY STRATEGIES AND ACTIONS

DESE will:

- emphasize policies and procedures to ensure that staff members use the most cost-effective printing methods and materials.

- enforce guidelines to help staff ensure publication consistency in print and on the Web.

- offer timely, thorough publication editing and design services.

- encourage staff to place relevant information on the DESE Web site and reduce the need for printed material.

- advise staff on cost-effective publication choices, such as ink and paper selection, design issues and mailing options.

- advise and collaborate with staff to determine what publications could be produced only for the Web and not printed.

- encourage divisions to review communication needs and reduce costs where possible.

- track recurring print jobs in order to establish an ongoing calendar.

- gather data about internal DESE customer satisfaction through an online survey.

- enhance the Publications and Printing intranet site.

- increase staff awareness of the services offered by the Publications and Printing section by meeting with cross-division liaisons regularly and including information about printing services and costs in employee orientation/training.

KEY OBJECTIVE 2
Decrease mailing costs

What's the trend?

Administrative budget pressures remain, and postage costs have increased. Contract-carrier costs are also expected to increase as fuel costs escalate.

DESE postage expenditures

	2004	2005	2006	2007	2008
U.S. Postal Service	$232,188	$285,179	$262,466	$179,801	$210,805
UPS	$25,647	$25,758	$24,252	$34,557	$34,230
AAA Mailing Service	$5,727	$4,999	$4,405	$2,634	$12,445
Federal Express	$2,157	$252	$0	$0	$0
Minus End-of-Year Reserve	($43,429)	($57,182)	($47,800)	($0)	($0)
Total	**$222,290**	**$259,006**	**$243,323**	**$216,992**	**$257,480**

Why is this objective important?

Increased efficiency has caused a reduction in costs even while the Department experienced postage increases in FY2002 and FY2006. UPS also increased its prices in FY2002, FY2003, FY2004 and FY2005. In December 2006, the Office of Administration consolidated the outgoing mail service. In May 2007, the postal service changed the calculation of postage, which has affected the way mail is packaged. Increased efficiency and mail-piece design will continue to be crucial.

## KEY STRATEGIES AND ACTIONS

DESE will:

- encourage all divisions to increase use of the electronic consolidated mailing system.

- use existing policies and procedures to recommend that staff place relevant information on the Web site.

- remind all divisions to update their mailing addresses to decrease returned mail.

- hold staff meetings and distribute information regarding mailing options and mail-piece design.

- create two outboxes in each division — one for first-class mail and one for library-rate mail.

- create an electronic list service to send information via e-mail to building principals and test coordinators.

- decrease use of the next-day mailing service.

- encourage divisions when shipping conference materials to other locations to check the time in transit and ship materials early to avoid excessive cost.

KEY OBJECTIVE 3

Increase the number of managers compliant
with the state management-training rule

What's the trend?

Compliance with the management-training rule ensures that staff are reaching their full potential through training opportunities.

Compliance with the management-training rule
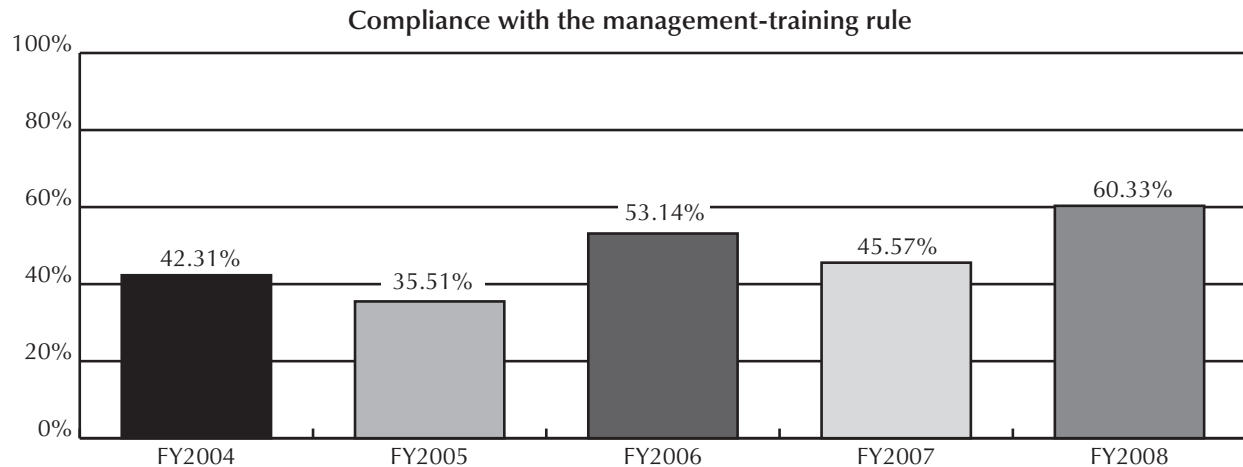
Note: Managers, positions of assistant director and above, must attend 16 hours of training per fiscal year.

Why is this objective important?

- Well-trained managers improve morale.

- Well-trained managers have fewer employee problems.

## KEY STRATEGIES AND ACTIONS

DESE will:

- encourage managers to attend trainings and to report the hours.

- implement procedures to ensure that training hours are reported on SAM II.

- provide time for managers to attend trainings.

- expand DESE University classes with additional offerings.

- encourage and support computer-training classes.

- encourage and support attendance at DESE University classes.

- allow employees to flex their work hours to go to school/training whenever it is possible to attend and keep the workplace operating smoothly.

- make area degree-program information available in Human Resources.

- enter all training and conference attendance into SAM II and report back to the divisions on a quarterly basis.
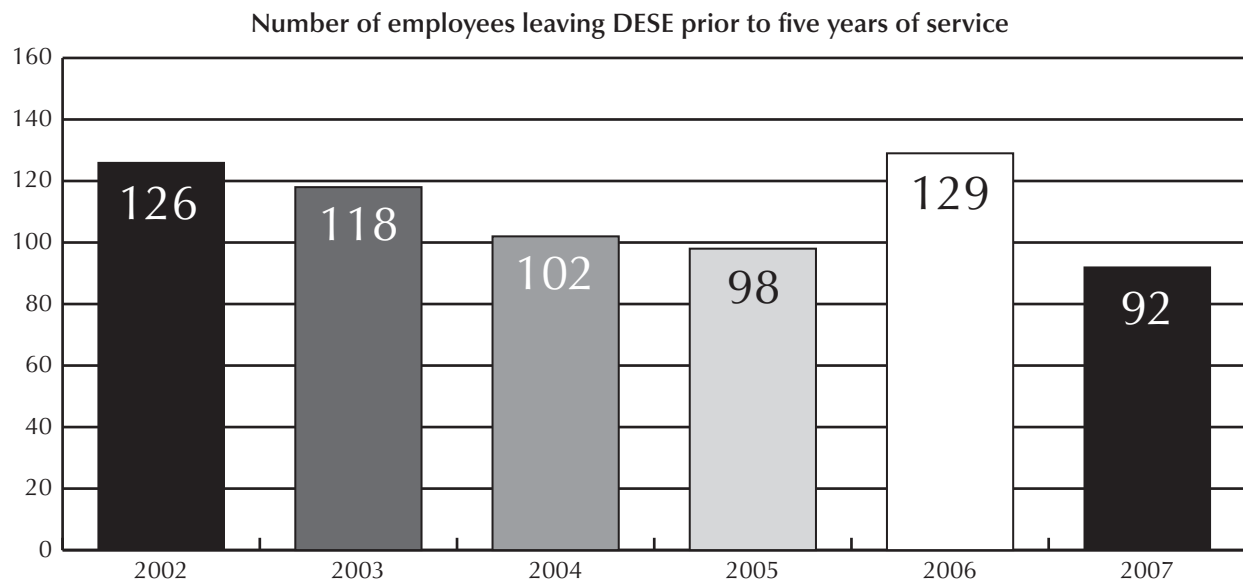
KEY OBJECTIVE 4

Improve service and enhance communication through a
culturally diverse and knowledgeable workforce

What's the trend?

Monitoring the percentage of employees participating in diversity training allows the Department to target its efforts to achieve 100 percent participation.

Percentage of employees completing diversity training
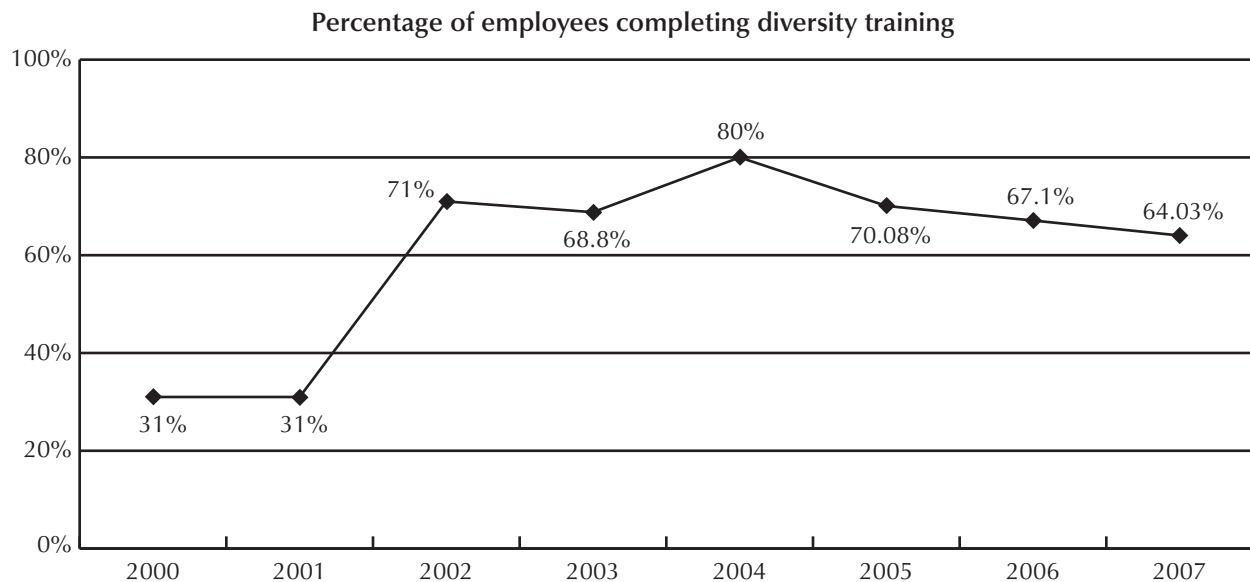
Tracking the number of employees who leave prior to five years of service allows the department to monitor the retention of "knowledgeable employees" to enhance communication and services provided to customers.

Number of employees leaving DESE prior to five years of service

Source: *DESE Human Resources*

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Why is this objective important?

- A culturally diverse workforce enhances overall communication and problem-solving.

- A culturally diverse workforce enhances the retention of minority employees.

- A culturally diverse workforce enhances overall morale.

KEY STRATEGIES AND ACTIONS

DESE will:

- provide ongoing diversity training for all employees.

- develop partnerships and collaborative agreements with other agencies and organizations that represent diverse populations.

- strengthen the implementation of its affirmative-action plan.

- work with the Office of Equal Opportunity and college career centers in recruiting job applicants.

- advertise vacancies in minority newspapers.

- place affirmative-action plan information on the Human Resources intranet site.

KEY OBJECTIVE 5

Increase the Department's purchases from certified
minority- and female-owned businesses, pursuant to
the Governor's Executive Order 05-30

What's the trend?

The Department tracks its purchases from minority- and women-owned businesses in order to ensure
that efforts are being made to meet or exceed state goals established under the Governor's Executive
Order 05-30.

	2004	**2005**	**2006**	**2007**	**2008**
Percentage of Department purchases from certified minority-owned businesses *(state average)*	5.57% *(8.21%)*	8.47% *(7.82%)*	3.92% *(7.36%)*	2.56% *(7.81%)*	1.72% *(8.33%)*
Percentage of Department purchases from certified female-owned businesses *(state average)*	2.83% *(3.33%)*	3.52% *(3.66%)*	2.72% *(3.12%)*	2.48% *(3.42%)*	2.04% *(2.14%)*

Source: Office of Administration, Office of Supplier and Workforce Diversity

Why is this objective important?

This objective directly addresses the Governor's Executive Order 05-30 to increase purchases from
minority- and women-owned businesses.

KEY STRATEGIES AND ACTIONS

DESE will:

- encourage staff to utilize certified minority and female vendors.

- encourage minority and female vendors to become certified by the Office of Administration,
Office of Supplier and Workforce Diversity.

- create Minority Business Enterprise/Women Business Enterprise (MBE/WBE) reports for
dissemination to staff.

- distribute information noting certified MBE/WBE vendors to DESE fiscal liaisons.

- send letters along with certification applications to vendors that are not certified.

- distribute quarterly OA MBE/WBE reports to all fiscal liaisons.

- maintain an intranet site for the Department's MBE/WBE reports for viewers.

- attend MBE/WBE conferences.

- support annual MBE/WBE publications.

KEY OBJECTIVE 6
Increase functionality of the student information system

What's the trend?

To meet the reporting requirements of federal No Child Left Behind (NCLB) legislation, Missouri is moving from aggregate student reporting to student unit reporting through implementation of the Missouri Student Information System (MOSIS). A longitudinal data information system is being developed to give teachers information to tailor instruction, to offer administrators the resources and information to effectively and efficiently manage schools, and to enable policy-makers to evaluate which policy initiatives show the best evidence of improving student achievement.

Full implementation of the longitudinal system is dependent upon state and federal funding opportunities. As resources become available, components of the longitudinal system will evolve over the next three years. Elements of the system include: 1) training and support for teachers and users, 2) a data repository for data consolidation, 3) a portal to manage and report data, 4) development of data standards for system interoperability and alignment of identifiers with higher education, and 5) a teacher-certification system for verification and reporting.

Longitudinal system development

	2009	2010	2011
Training and support system		▬▬▬	▬▬▬
Data repository	▬▬▬	▬▬▬	
Portal development	▬▬		
Set data standards	▬▬		
Teacher-certification system development		▬▬▬	▬▬▬

Why is this objective important?

Continued development of student-level reporting and the development of a longitudinal data system will allow the state to more rapidly report data subject to NCLB and National Governors Association (NGA) graduation data requirements. A more functional system will improve and expand the availability and use of data by teachers, counselors and other staff for instructional planning and improvement. The linkage of records from pre-k to 12 schools, postsecondary schools and workplace records will assist in better evaluating the effectiveness of schools and programs. It will also provide better analysis and tracking for career programs and workforce/economic development.

KEY STRATEGIES AND ACTIONS

DESE will:
- meet federal and state reporting requirements.

- seek funding to develop and implement the MOSIS longitudinal data system.

- meet with school districts to review student-level data needs and the implementation of longitudinal data systems.

- work with the P-20 Education and Research Task Force to develop and implement common data elements and to identify and address gaps in current data-collection and reporting systems.